



The Community Psychologist

Volume 52
Number 4
Fall 2019

A PUBLICATION OF THE SOCIETY FOR COMMUNITY RESEARCH AND ACTION
Division 27 of the American Psychological Association

From the President

Notes from the President

*Written by Susan Torres-Harding,
Roosevelt University*



Dear friends and colleagues: I am so pleased to assume the presidency of SCRA, an organization that I have always considered as my professional home, and whose social justice and diversity-focused values have

consistently framed my own career and everyday work. And, it was so wonderful to attend the SCRA biennial, which was hosted by National Louis University in Chicago, IL. This was an extremely well-attended biennial, and the busy sessions demonstrated the excitement and enthusiasm for sharing our work with each other. In attending the sessions, it seemed like there were many key ideas that were consistently presented and discussed in the sessions, including the importance of affirming our identities as community psychologists and community practitioners, the need to re-affirm our social justice values and integrate a social justice perspective into our work, and the need for diverse voices and ideas to become better integrated into the community psychology field and in SCRA itself.

Contents

From the President.....	1
From the Editors.....	3
Special Feature	4
The Community Practitioner	17
The Criminal Justice Interest Group	18
Education Connection	19
Environment and Justice	23
Gender and Justice	26
LGBT Interest Group	27
Living Community Psychology.....	29
Public Policy	33
Regional Network News	35
Research Council	37
Self Help and Mutual Support Interest Group	43
Student Issues.....	46
SCRA Member Spotlight	49
From Our Members	49
Book Review	53
SCRA Announcements.....	55
SCRA Membership.....	58
TCP Submission Guidelines.....	58

Additionally, many people at the biennial voiced challenges for our field and engaged in many discussions around action steps to work on solutions to these challenges. These challenges included supporting community practitioners, especially those who are lone community psychologists in their settings and communities, to do the hard work of community psychology all over the country and the world. Recently, the SCRA leadership development fellows have taken the initiative to develop a research study that will have as its ultimate goal to shed light on the needs, experiences, and career progress of these 'lone' psychologists.

Another challenge is the need to continue to educate others around what community psychology is, and to integrate community psychology into the curriculum at the high school, undergraduate, and graduate levels to ensure the future growth and sustainability of our field. The Council of Education had multiple sessions with a great deal of productive brainstorming and ideas, and I expect that this level of enthusiasm for strengthening training program will be incredibly beneficial for the future of our field. The new free, online undergraduate community psychology textbook is another endeavor that will help spread community psychology and which fits beautifully with the value of 'giving psychology away.'

Finally, many people identified the need for SCRA to intensify action to address real crises in the world, including engaging in anti-racist, anti-oppression work, and a need for SCRA to take action on multiple fronts. To meet this goal, many people verbalized not only the need for SCRA to build upon existing advocacy strategies, but also to renew efforts to review our own organizational practices and engage in continued work to decolonialize our profession and CP knowledge, and to ensure that SCRA's practices and structures affirm the inclusion, support, and voices of students and professionals of color in our field.

The Council on Cultural, Ethnic, and Racial Affairs (CERA) has already done a great deal to develop an agenda to work for these important goals. The Diversity Statement that CERA

EDITORS

Susan M. Wolfe, Editor, *Susan Wolfe and Associates, LLC*
 Dominique Thomas, Associate Editor, *University of Michigan*

COLUMN EDITORS

COMMUNITY PRACTITIONER

Olya Glantsman, DePaul University,
 Mayra Guerero, DePaul University

COMMUNITY PSYCHOLOGY PRACTICE IN UNDERGRADUATE SETTINGS

Elizabeth Thomas, Rhodes College
 Sheree Bielecki, Pacific Oaks College

CRIMINAL JUSTICE

Kristy Shockley, University of Massachusetts Lowell

CULTURAL & RACIAL AFFAIRS

Jesica Sihan Fernandez, Santa Clara University
 Dominique Thomas, University of Michigan

DISABILITIES IN ACTION

Naoko Yura Yasui, Alabama State University

EDUCATION CONNECTION

Simón Coulombe, Wilfred Laurier University

ENVIRONMENT & JUSTICE INTEREST GROUP

Manuel Riemer, Wilfrid Laurier University

GENDER & JUSTICE INTEREST GROUP

Susie Paterson, Collaborators Consulting Group

IMMIGRANT JUSTICE INTEREST GROUP

Fabricio Balcazar, University of Illinois Chicago
 Kevin Ferreira, California State University-Sacramento

INTERNATIONAL COMMITTEE

Olga Oliveira Chuna, NOVA University, Lisbon Portugal
 Douglas Perkins, Vanderbilt University

LGBT INTEREST GROUP

Mary T. Guerrant, State University of New York at Cobleskill

LIVING COMMUNITY PSYCHOLOGY

Gloria Levin, Glen Echo, Maryland

PREVENTION AND PROMOTION

Susana Helm, University of Hawai'i at Manoa
 Toshi Sasao, International Christian University
 Kayla DeCant, Rape Advocacy, Counseling & Education Services

PUBLIC POLICY

August Hoffman, Metropolitan State University

REGIONAL UPDATES

Christina Smith, University of Chicago; National Louis Univ.

RESEARCH COUNCIL

Chris Keys, DePaul University

RURAL ISSUES

Susana Helm, University of Hawai'i at Manoa

SELF-HELP AND MUTUAL SUPPORT

Thomasina Borkman, George Mason University
 Ronald Harvey, American University in Bulgaria

STUDENT ISSUES

Joy Agner, University of Hawai'i at Mānoa
 Erin Godly-Reynolds, University of North Carolina Charlotte

developed and which is posted on our websites is an important first step in this endeavor. Additionally, we need to continue to strongly advocate against and oppose laws, societal practices, and policies that are wrong and incredibly harmful, such as the dehumanization, incarceration, and systemic violence being enacted against undocumented children, adults, and families at US borders. The Policy committee and many other SCRA groups and members are leading the charge to address the multiple humanitarian and environmental crises that continue to develop in the global community. Developing more responsive advocacy and social action will also be an important agenda to pursue in the coming year. I am very grateful for the loud voices and the enthusiasm and courage of our members who continue to speak up and push for justice and for real change.

Susan Torres-Harding
Roosevelt University
storresharding@roosevelt.edu



From the Editors

*Written by Dominique Thomas,
University of Michigan and Susan M.
Wolfe, Susan Wolfe and Associates*

We would like to start off by thanking everyone who submitted an article for this issue of *The Community Psychologist*. We would especially like to thank those who graciously decided to talk about their experiences at the 2019 SCRA Biennial at National Louis University in Chicago, IL. Members shared their reflections and presentations. We are sharing six articles from scholars who attended the biennial in June. Following the biennial there have been numerous discussions about the role of SCRA specifically and community psychology in efforts toward social change. These efforts must take place internally and externally; a common

thread across the discussions is the alignment of community psychology values with community psychology praxis. We are always welcoming of such conversations taking place through this publication as well.

We echo incoming president Susan Torres-Harding in expressing the importance of including diverse voices and perspectives in these conversations. With an increasing number of crises that are drawing our attention, how can we as community psychologists do our part in addressing these escalating crises happening around us and making connections between seemingly disparate dilemmas? What can we learn from previous liberation and social movements beyond white-washed versions of their history and out-of-context quotes? How does our framing of these issues impact the strategies we employ? What language are we using to talk about these issues?

In considering many of these issues that have been brought up, we wanted to organize a special issue on Racial Justice. From a critical race perspective, race is not a singular construct to be examined, but a lens through which to view psychology. It considers the intersectionality of race with other forms of marginalization and oppression such as gender, sexuality, class, and immigration status. The centrality of race in society extends to various institutions such as government, non-profits, and universities. We invite all column editors to submit articles connecting their regional, council, committee, and interest group work to issues of racial justice. We also welcome submissions from individual community psychologists who do work on issues of racial justice (research, practice, teaching, etc.). We will publish this issue for the Winter edition, submissions are due November 15th.

We hope everyone enjoys reading this issue of TCP. Please feel free to email us at tcp@scra27.org and let us know if you loved it, hated it, or want to share anything else with us.

Susan and Dominique



Special Feature

The 2019 SCRA Biennial

Edited by Susan M. Wolfe, TCP Editor

The 2019 SCRA Biennial was held in June at National Louis University in Chicago, IL. We asked members to share their experiences, reflections, or presentations in TCP. Six SCRA members responded to our call, and their submissions are presented here.

Mapping in and for Decolonial Transnational Critical Community Psychologies

Written by Jesica Siham Fernandez, Santa Clara University; Christopher Sonn, Victoria University; Ronelle Carolissen, University of Stellenbosch

At the 2019 Society for Community Research and Action (SCRA) Biennial gathering in Chicago, the words decolonization, decoloniality and anti-coloniality figured prominently in session titles, abstracts and presentations. Although at previous biennials socio-historical connections to place, people and politics have been made to a modest extent, themes of decoloniality surfaced explicitly and intentionally to interrogate power. This, we believe, reflects a steady movement in the discipline of community psychology to engage with the *decolonial turn* (Maldonado-Torres, 2017). For recent community psychology scholarship engaged in topics of decoloniality, see the following special issues: *South African Journal of Psychology* (volume 47, issue 4, 2017), *American Journal of Community Psychology* (volume 62, issue 3-4, 2018), and *Journal of Social & Political Psychology* (volume 3, issue 1, 2015). Informed by the theoretical, methodological and epistemological contributions of Global South scholars, the *decolonial turn* refers a paradigm shift oriented to interrupting the colonial legacies of power that

remain entrenched in ways of knowing, doing and being in the world (Maldonado-Torres, 2017).

In the interest of working toward a transnational decolonial critical community psychology, rooted in values of justice, liberation and wellbeing, we organized a series of roundtables on the topic of decoloniality and decolonization. The first roundtable was organized in 2018 at the International Conference for Community Psychology in Santiago (Chile), and involved scholars from South Africa (Garth Stevens), Australia (Christopher Sonn) and the United States (Jesica S. Fernandez). Collectively and relationally, we reflected critically upon our respective engagements with the current *decolonial turn* across our respective contexts and various facets of our professional trajectories. Through these early conversations we sought to engage with and build upon the *decolonial turn* from our respective positionalities, linking across oceans, recognizing the historical inheritance of earlier waves of decolonial scholarship reflected in the work of Biko, Bulhan, Cesaire, Du Bois, and Fanon, among others.

Coloniality outlives colonialism, as Quijano (2000) claims. The *coloniality of power* refers to the continuous colonial thinking processes of the oppressed; characterized by relations of power that produce colonial race, class and gender structures, locally and transnationally, and in connection with neoliberal systems of dispossession (Grosfoguel, 2007; Lugones, 2003; Quijano, 2000). Coloniality lives on because the epistemologies that were borne out of colonial conditions have not allowed us the critical eyes – and the heart and fist – to de-link ourselves from the colonial practices and perspectives that inform theory, research and practice.

As critical community psychologists, we locate ourselves, transnationally and intersectionally, within these colonial logics as we embrace a decolonizing standpoint in our efforts to decolonize our being and doing with others. We are vigilant and contest the *coloniality of power* in our teaching and research. As with many others, we find ourselves accompanying each other – carving out a

path and constructing tools within the discipline of community psychology to aid us in this ongoing praxis of *undoing* and re-imagining toward decoloniality from our standpoints and histories. As a journey that we pave in solidarity, accompaniment and witnessing with each other, we realize that we walk without a map. The rich histories, local and Indigenous cosmologies, social movements, acts of dissent, and critical theories from the Global South serve as our compass for what we envision as a decolonial critical community psychology.

Building upon our conversations, which began on Mapuche land, we continued our reflexive dialogue at the SCRA biennial in the city of Chicago, the homeland of the Ojibwe, Odawa and Potawatomi peoples. Grounding decoloniality within the socio-historical legacies of colonialism, which led to raced, classed and gendered forms of disenfranchisement and dehumanization, we contend that decolonization is a process of continued disruption and interrogation -- both of ourselves, our relations and the worlds we transverse (Lugones, 2003). In order to foster reciprocity and dialogue, we, Jesica, Chris and Ronelle, invited our roundtable session attendees to engage with us in the following questions:

1. How does decolonial work diverge/converge with other critical projects evident in community and applied social psychology?
2. How do you engage with the “*decolonial turn*”? What does the “*decolonial turn*” or decolonization/decoloniality mean to you?
3. How do you engage with or understand decoloniality from your own positionalities and locations? How does “*decolonial work*” feel/look like from within your own institution?
4. How do you/we create a space where we can create dialogues on the *decolonial turn*?

Each question was written on a large poster paper where attendees were encouraged to write a response, reaction or reflection. As attendees went around the room reading and responding to each question they were also invited to reflect and engage with the writings of others. Following this

activity, attendees were invited to offer their reflections in a large group discussion.

In a review of the responses written on each poster paper, along with our notes of the discussion that followed, we thematically discerned four themes that reflect attendees’ understandings of decoloniality given their disciplinary training, research agendas, sociopolitical contexts, and positionalities. These themes point to standpoints, ethics, and tensions and include: Generating knowledge With and from Within, Socio-historical Intersectional Consciousness, Relationship of Mutual Accountability, Unsettling Subjectivities of Power/Privilege.

Generating Knowledge *With* and from *Within*

Attendees described the importance of engaging in research that aligns with and is oriented to the development of epistemic justice, of producing/co-producing knowledge that begins from the material realities and social conditions of people’s lives. Knowledge that is grounded in the body – embodied subjectivities (Ahmed, 2004) – and rooted in place – *loci of enunciation* (Mignolo, 1999). The “research from below,” building from the ground-up, reflects cosmologies of knowledge that are experiential, intergenerational and anchored in people’s lives. As one attendee stated: “I do not fully know [how to engage with decoloniality], but I think a place I start with is thinking about “*abuelita*” knowledge and the practices or ways of knowing by my mother and grandmother.” *Abuelita* is a Spanish word for grandmother. In many Indigenous cultures the elderly carry knowledge and wisdom that is passed down through generation. In Latin America, *abuelita* denotes the significance of womanhood, matriarchy, and *her*/histories.

Socio-historical Intersectional Consciousness

A key aspect of decolonial thinking that most all attendees highlighted was the importance of engaging with and understanding the significance of historic events, and their implications for

contemporary social issues. Developing a critical consciousness of social issues as stemming from socio-historical conditions of inequity was listed by different attendees several times, particularly in its relationship to coloniality, dispossession, displacement and dehumanization. To illustrate this point, one attendee wrote: "Recapturing history, and our histories." Evoking the power and significance of drawing intersectional socio-historical connections, another attendee stated: "Stepping into discomfort and teach history to build connections to today." Both of these responses underscore the importance to historically anchor social issues, as well as our own positionalities, social and epistemic, in the making or re-producing of histories. To disrupt the *coloniality of power and of knowledge* we must interrogate the hegemonic narratives that have traveled across time and space.

Relationship of Mutual Accountability

A necessary praxis of decoloniality is delinking from hegemonic logics, practices and structures of colonial power that often purport notions of dualism, positivism, and disembodied knowledge in theory, research and practice. The process of delinking ourselves from the plight and disenfranchising social conditions of others is not an element of decoloniality, however. On the contrary, decoloniality invites -- in fact, it requires -- that meaningful relationships and coalitions of co-intentional solidarity be formed and sustained. The work of decoloniality cannot be done alone. Indeed, as three attendees remarked:

"Let us not silo ourselves from other fields."

"Engaging with students and communities in appropriate ways of building histories and community visions of change."

"How am I situated in this matrix and can be complicit."

As we undo the *coloniality of power*, we must remain humble and open as we strive to forge new bridges in accompaniment with others. Relational epistemologies and ethics toward decolonial links for liberation, transformation, and healing.

Unsettling Subjectivities of Power/Privilege

Several attendees reflected on the importance of "decolonizing the self," of how one perceives oneself in relation to others, and how this self-concept inform their subjectivities. Tied to this process of critical reflexivity and de-ideologization is the interrogating of power and privilege as manifested within the positionalities and identities of the person. Attendees reflected on the importance of, as one attendee wrote: "abolishing whiteness." Specifically, of contesting and challenging structures that reify the oppressions and invisibilities of people with marginalized positionalities. Echoing a similar remark, another attendee wrote: "Rematriation of indigenous land, reparation, abolishing whiteness, and building solidarities." Indeed for most attendees decolonization was intrinsically tied to racial formations that keep whiteness intact. Decoloniality, as another attendee stated: "Starts with deeply examining my own privilege, whiteness and how this affects my thinking and action."

We all have a stake in the *decolonial turn* as these themes and statements demonstrate. We offer these as examples of how community psychologists from varied social locations, positionalities and professional ranks engage with and think about decoloniality/decolonization. We are striving to forge a trail for developing a decolonial critical community psychology praxis; we do so with humility, building on these reflections, dialogues and intentional actions.

By considering questions about coloniality, and its implications for community, research, and action, we sought to map -- to see, read and listen. Attendees' responses and reflections, as synthesized in these four themes reflect their and our engagements with decoloniality. The reflections and dialogues that surfaced from this gathering invited us all to consider critically and meaningfully: *What is decolonization/decoloniality? How can it be done? And, by or with whom?* We hope these questions will push critical community psychology disciplinary regimes in the goal of working toward new perspectives of the field. Decolonial

epistemologies that honor and credit the body of scholarship from the Global South will strengthen the field as it strives toward intersectional, transnational, and multidisciplinary paradigms that align with liberation, wellbeing and social justice.

References

- Ahmed, S. (2013). *The cultural politics of emotion*. London, UK: Routledge.
- Grosfoguel, R. (2007). The epistemic decolonial turn: Beyond political-economy paradigms. *Cultural studies*, 21(2-3), 211-223.
- Lugones, M. (2003). *Pilgrimages/peregrinajes: Theorizing coalition against multiple oppressions*. Rowman & Littlefield Publishers.
- Maldonado-Torres, N. (2017). Frantz Fanon and the decolonial turn in psychology: From modern/colonial methods to the decolonial attitude. *South African Journal of Psychology*, 47(4), 432-441.
- Mignolo, W. D. (1999). I am where I think: Epistemology and the colonial difference. *Journal of Latin American Cultural Studies*, 8(2), 235-245.
- Quijano, A. (2000). Coloniality of power and Eurocentrism in Latin America. *International Sociology*, 15(2), 215-232.

Author Information:

Jesica Siham Fernández,
jsfernandez@scu.edu, Assistant Professor, Ethnic Studies Department, Santa Clara University (United States)

Christopher Sonn,
christopher.sonn@vu.edu.au, Associate Professor, College of Health and Biomedicine, Victoria University (Australia)

Ronelle Carolissen, rlc2@sun.ac.za, Professor, Department of Educational Psychology, University of Stellenbosch (South Africa)

Tensions at the “Edge”: Reflecting on Edge Effects and Institutional Power

Written by Rama Agung Igusti, Victoria University



The notion of community is central to the discipline of community psychology, as both unit of analysis and site of intervention (Sarason, 1974). Yet, the question has been posed, whose definitions of community are drawn on? Often colonial imaginings of community are evoked leading to essentialising and hierarchical discourses (Dutta, 2018). Whilst there are many disciplinary approaches to working with and conceiving of communities, post-colonial and critical theories can better attune us to the currents of power that run through and shape such research, and inform us on how we can best move from intervention to accompaniment (Evans, Duckett, Lawthom & Kivell, 2017; Reyes Cruz & Sonn,). Using the metaphor of the ecological edge as a departure point, I propose that conceptual tools and frameworks such as contact zones, borderlands and boundaries, can enhance the way community psychologists approach and conceptualise work with racialised communities. In particular, how we can understand the symbolic and material effects of institutional language, on subjectivities and collective efforts of self-determination.

The ecological edge is a useful metaphor proposed by Burton and Kagan (2000) to conceptualise collaborative work between various communities, organisations and institutions. They describe three strategies for working across community and organisational boundaries: *Working within boundaries*, where change is targeted separately across communities and organisations and is inefficient in energy expenditure and capacity for coordinated change efforts. *Working at the interface*, involved efforts to bridge the

boundaries of communities and organisations, this approach may lead to coordinated change but is energy intensive and may be unsustainable. Lastly, they propose *maximising the edge*, as an energy efficient approach, that draws on the natural resources and expertise of communities and organisations, and brings them together in collaboration to lead sustainable and coordinated change. Maximising the “edge” contributes to a diversity of resources and opportunities that can enrich community based projects, known as “edge effects”, and entails supporting different communities to work together and share knowledge and experience, through the co-location of projects, teams and events, creation of organisations that span sectors, creation of new settings and the creation of multiple points of contact. Importantly, they propose that we must also strive for good stewardship of the “edge” through developing “edge species”, those who are skilled in working across settings, pooling resources whilst maintaining fairness in the way resources are distributed, and recognising and respecting the uniqueness of different communities.

However, much like in ecologies of the natural world, some species, namely organisations and institutions, can come to dominate and colonise the ecological edge, whether intentionally or unintentionally, threatening ecological diversity. Our understandings of “cost” and “resources” can reflect particular taken for granted understandings and serve to obscure hegemonic practices, and the maintenance of inequitable relationships within community based work. Critical community psychologies assert a need to venture beyond our own disciplinary boundaries in order to enrich our own understandings and approaches of community-based work (Evans et al., 2017; Sonn, 2011). Post-colonial concepts and frameworks such as contact zones, which draws on border theories, can extend our understandings of working collaboratively and generatively within the edge, and our understandings of inequitable power difference and its impacts. Mary Louise Pratt’s (1991) speaks of contact zones as “social spaces where cultures meet, clash, and grapple with each

other, often in contexts of highly asymmetrical relations of power, such as colonialism, slavery or their aftermaths as they are lived out in many parts of the world today”(p. 34). Contact zones foreground relationality as well as the notion of trans-transculturation, a form of cultural production borne from the meeting of differently placed groups, that arise through interactions and across unequal power relations. Such an approach allows for a contextual and nuanced examination of relational practices between differently positioned groups, and is essential in “*working on and through power inequities and across and through differences*” (Torre et al., 2008). We can also look at the concept of borders as ideologically and socially constructed boundaries of difference, borders can be crossed and negotiated, and from the site of the border, and as Gloria Anzaldúa (1987) proposes, new and hybrid understandings and identities can emerge disrupting dominant cultural narratives and histories, and contributing important symbolic resources for both individuals and communities.

It is further important to understand the meanings of collective projects that many communities engage in, beyond the language of policy and evaluation, impacts and outputs. bell hooks (1990), speaks of “home places”, important relational places of safety, healing, and affirmation that is a necessary respite from the violence of white supremacy and coloniality for many racialised communities. These spaces come in many forms, they can be informal settings, but can also exist within the form of projects and programs that emerge from the community development and human service delivery sectors. These are important spaces by and for community. Such understandings of these places may be explicit or implicit, and they may be spoken about in different ways to different audiences, from within community to outside community. Within this context there may be relationships with various stakeholders such as service delivery organisations, government funding bodies, university researchers and evaluators, professional sectors and various other communities. These organisations and institutions exist within, and are produced and shaped by

historical, social and material inequities – and can be sites that reproduce ideologies of whiteness, amongst others. We can also see that government policies shape the language of grants, and grants and their evaluation requirements shape what programs and projects look like and do. This language constructs particular concepts that are ideologically constructed, coded and reproduced. Concepts such as professionalism or leadership, or concepts such as social cohesion or diversity.

Such language can contribute to the misrecognition of raced subjects, a quote from a collaborator in my thesis project, a young creative practitioner, higher education student, and youth worker that identifies as belonging to the African diaspora in Naarm/Birraranga (Melbourne) in Australia, captures how this misrecognition is experienced:

“When it comes to being around people who aren’t your community you have to change yourself, you’ve got to speak a certain way, if you speak and people don’t understand you, you’re seen as unknowledgeable. Having to ensure that you are educated, and you know what you’re doing around the people you’re with so that you’re not categorized as something you’re not.”

This quotation shows how racialised communities are misrecognised but also how institutional and organisational language is named by folks of colour for the forms of supremacy it enacts. When thinking about how to better navigate community-based work, “maximise the edge” or develop “edge species”, it must also be recognised that folks from racialised communities are often already “edge species” or “border crossers”. They understand the power and effects of language and the need to code switch to navigate these spaces and resist misrecognition. Many are already very familiar with working with and maximising scarce resources to best serve their communities, engaging in generative creativity and transculturation, or finding ways to resist and transgress within the cracks of organisational and institutional spaces.

Contact zones and border theorising can better attune us to what happens at the edge. Adopting such a lens can make clearer the products and effects of power and difference, and perhaps in order to accompany those who seek to create home places, community psychologists need to better appreciate the resource cost of living and working within unjust systems in any type of exchange and collaboration. For there are implicit costs that are often unrecognised. Implicit costs of accommodation and acquiescence, that can give a reprieve from white fragilities, the ongoing emotional labour that is required to educate and inform, the relation work in fostering ethics of community care and building necessary solidarities, the daily embodiment of transgression and resistance, and the ongoing efforts to untether ones subjectivity to whiteness and coloniality. Adopting such a lens engenders a greater sensitivity to the complexities and diverse positionings within encounters at the edge, and it allows us to better see such costs and how they are produced.

Perhaps then we need to think on how we can give up power, shift resources and support self-determination of community created spaces and projects as an ideal outcome of collaboration and working at the edge. Perhaps, as much as we think on how we can be generative, we can think on how we can best accompany, and work towards identifying and removing the “costs”, both implicit and explicit, interpersonal and organisational, that constrain efforts of racialised communities and individuals to create self-determined spaces, and have their subjectivities, epistemologies, and spiritualities valued. This work is a contestation of the misrecognition that continues to be perpetuated, and seeks to strive towards equity for all people. Community Psychology has a place in supporting this, but to do so, must seek to cross its own borders.

References

Burton, M., & Kagan, C. (2000). Edge effects, resource utilisation and community psychology. In Third European Conference on Community

Psychology, Bergen, Norway. Retrieved from <http://www.compsy.org.uk/edge.htm>.

- Dutta, U. (2018). Decolonizing "Community" in Community Psychology. *American Journal of Community Psychology*, 62, 272-282.
- Evans, S. D., Duckett, P., Lawthom, R., & Kivell, N. (2017). Positioning the critical in community psychology. In M. A. Bond, I. Serrano-Garcia, and C. B. Keys (Eds.) *APA Handbook of Community Psychology: Vol. 1: Theoretical Foundations, Core Concepts, and Emerging Challenges*, 107-128. American Psychological Association.
- hooks, B. (1990). *Yearning: Race, gender, and cultural politics*. Boston, MA: South End Press.
- Pratt, M. L. (1991). Arts of the contact zone. *Profession*, 33-40.
- Reyes Cruz, M. & Sonn, C. C. (2015). (De) colonizing culture in community psychology: Reflections from critical social science. In R. D. Goodman & P. C. Gorski (Eds.) *Decolonizing "multicultural" counseling through social justice* (pp. 127-146). Springer, New York, NY.
- Sarason, S. B. (1974). The psychological sense of community: Prospects for a community psychology. San Francisco, US: Jossey-Bass.
- Sonn, C. C. (2011). Research and practice in the contact zone: Crafting resources for challenging racialised exclusion. In F. H. E. Almeida Acosta, G. H. Rivero, O. S. Badillo, G. I. Arteaga, M. E. S. Díaz de Rivera & C. C. Priede (Eds.), *International Community Psychology: Community approaches to contemporary social problems (Vol. 1)*. Puebla, Mexico: Universidad Iberoamericana Puebla.
- Torre, M. E., Fine, M., Alexander, N., Billups, A. B., Blanding, Y., Genao, E., ...Urdang, K. (2008). Participatory action in the contact zone. In J. Cammarota & M. Fine (Eds.), *Revolutionizing education: Youth participatory action research in motion*. Hoboken: Taylor and Francis.

Author Information

Rama Agung-Igusti, PhD Candidate, Victoria University (Australia)
rama.agungigusti@live.vu.edu.au,

Biennial Attendees Mapped Their Favorite Chicago Assets

Written by Yolanda Suarez-Balcazar and Amy Early, University of Illinois Chicago and Daniela Miranda, Universidad De Sevilla

Chicago is one of the most fascinating cities in the United States. It attracts a large volume of visitors every year and in fact every Biennial conference held in Chicago has broken records in the number of attendees. The Biennial 2019 was no exception. Over 900 people attended the conference, not just because it was held in the beautiful city of Chicago, but also due to the terrific program put together by National Louis University. Taking the call for interactive poster sessions made by the Biennial planning committee seriously, my students and I decided to implement an asset mapping exercise, similar to what we have done in collaboration with the Latino community.

Asset mapping engages community members in identifying strengths and resources that they like because of the benefits received, the joy or pleasantness experienced, or needs met, within a community or specific geographical space. Asset mapping is a participatory, interactive and dynamic visual process (Kretzmann & McKnight, 2005). Asset mapping facilitates critical dialogue and conversations of community resources through a visual and dynamic process followed by reflection (Foster-Fishman, 2010). This process facilitates the identification of strengths and assets as defined by the community itself, in contrast to traditional deficit-based approaches that focus on weaknesses and needs. The visual aid of the map displays the physical relationships of places, settings, and resources that support residents' wellbeing, and opportunities to play and engage in entertainment. Applications of community asset mapping have enabled participants to make connections between community resources and build on existing resources while focusing on residents as citizens and agents of change rather than passive service recipients (Mathie &

Cunningham, 2002; Morgan & Ziglio, 2007). The process is designed to empower residents to develop self-advocacy skills by expanding on the areas identified, as they engage in the second step of brainstorming actions that they could take to address their unmet needs. Typically, community asset mapping is followed by a reflection session to discuss the process and why settings and resources are identified as strengths, followed later on by an open forum in which results are presented and residents have an opportunity to discuss how to maximize the assets, utilize assets to address areas of need, and engage in action steps. Asset mapping assumes that community residents are experts of their own realities and capable of leading efforts to strengthen their communities (see Miranda, Garcia-Ramirez, Balcazar, & Suarez Balcazar, 2018). This approach empowers groups to share experiences, build collective knowledge, and develop a critical view of their community.

We implemented an asset mapping methodology with a group of Latino parents in a predominately Latino neighborhood in Chicago. In our study, Latino parents of youth and young adults with disabilities identified two local churches as one of their main assets due to the many services received, including legal aid, social and spiritual support, educational and health services. Another important asset included a local community agency, which provides a variety of programming to people with disabilities and their families. Participants also mentioned the fact that programming was offered in Spanish, reflected the Latino culture, and targeted the whole families were important characteristics of these community assets (see Miranda, Early, Suarez-Balcazar, Kewell, & Maldonado, under review).

During the Biennial, we only implemented the mapping process, not the reflection that often follows, neither a discussion and action planning resulting from the discussion of results.

Mapping Chicago Assets

During the poster session at the Biennial, we created a poster that depicted a large map of Chicago made in google map. The map highlighted areas geographically close to National Louis University, some of Chicago tourist attractions and landmarks, the Loop, downtown, the Water Tower area, and the near north area. Participants were invited to list favorite Chicago assets not included on the map, in a separate paper board. We placed the poster in the same room where the poster session took place and left it up for 2 days. Participants were asked to place a star (color coded according to place of residence) on their favorite Chicago asset and a smile sticker on their second Chicago asset. A total of 119 Biennial attendees participated in the mapping activity, a little over 10% of conference attendees. Thirty-two participants were from the Chicago area (27%), 57 from outside of Chicago within the US (48%), and



30 (25%) were international attendees.

Favorite Chicago Assets according to Biennial Attendees

(in order according to the highest number of votes):

Chicago area residents

1. Lincoln Park Zoo
2. Navy Pier
3. The Mexican Museum

Second favorite for Chicago area residents was The Art Institute

USA residents outside Chicago

1. The Art Institute
2. Millennium Park
3. Campus Museums: Shed Aquarium/field museum and the River walk (equal number of votes)

International Attendees

1. Millennium Park
2. The Art Institute and Architectural tour (same number of votes)
3. Shedd Aquarium

Overall, the Art Institute followed by Millennium Park received the highest number of votes. Other Chicago assets identified by participants included Wrigley Field and the North Avenue Beach. Chicago area residents identified 17 sites (at least one vote) as their favorite, while US residents outside Chicago identified 14 sites, and international attendees identified 11 sites. As expected, Chicago folks are likely to know Chicago and its gems better than those living outside Chicago.

Having the Biennial conference in Chicago pays off. It attracts the most Biennial attendees compared to other conference sites, and equally important, people have the opportunity to enjoy our beautiful city. Maybe we can start persuading National Louis University to host the Biennial in 2022, after Vanderbilt. We know well that they will do a fabulous job.

References

- Foster-Fishman, P. G., Law, K. M., Lichty, L. F., & Aoun, C. (2010). Youth ReACT for social change: A method for youth participatory action research. *American journal of community psychology, 46*(1-2), 67-83.
- Kretzmann, J. & McKnight, J. (2005). *Discovering community power: A guide to mobilizing local assets and your organization's capacity*. Battle Creek, MI: W. K. Kellogg Foundation.
- Mathie, A. & Cunningham, G. (2002). From clients to citizens: Asset-based community development as a strategy for community

driven development. (Occasional paper no. 4). Antigonish, NS: Coady International Institute.

Miranda., D., Early, A., Suarez-Balcazar Y., Kwekel, H., Maldonado, A., & Garcia, Ramirez, M. Engaging Latino Immigrant Parents and Caregivers of Youth with Disabilities in Community Asset Mapping. Manuscript submitted for publication.

Legal Observations: An Approach Towards De-Escalating State Violence

Written by Katelyn Saft, University of Alaska Anchorage



As recommended, I commenced my biennial experience with a crash course to a conference for undergraduates. The session stressed the importance of strategically planning what you want to gain from the conference. Due to the vast amount of sessions, burnout is common for first-time national conference attendees. We were instructed to diligently plan each day of the four-day conference, while remaining mindful of self-care. Conscious reflection following the sessions would help us consider how we could use the information learned. Exploration of the community in which we were embedded – Chicago – was recommended as well.

My goal in attending SCRA was to return home with knowledge about oppression and social justice, understanding where my energies could be best directed for change. I wanted to learn the history that informs human rights laws, our institutions, and how individual rights are impinged upon and protected. I could not imagine a more impactful national conference experience for a first-timer than the Society for Community Research and Action (SCRA) 2019 Biennial *Making an Impact Ecological Praxis: System Complexity, Cycles of Action, and Extending our Metaphors with the Natural World*. The conference was truly

transformative in my professional development. One session that particularly impacted me was *Rapid Responses to State Violence: Considerations and Possibilities* hosted by: Anti Police-Terror Project (APTP), Your Allied Rapid Response (YARR), People's Response Team (PRT), and Chicago Torture Justice Center (CTJC).

In this session I learned more about historical trauma, institutionalized racism, white supremacy and systems of oppression and marginalization. An extreme power difference exists between law enforcement and the families and communities they are charged with keeping safe – particularly those who are marginalized – sometimes resulting in police terror and state violence. To address this, the People's Response Team (PRT) organized to de-escalate situations involving police via bystander intervention in an effort to eradicate police violence. Similarly, Your Allied Rapid Response (YARR) actively resists state violence and intimidation inflicted by Immigration and Customs Enforcement (ICE). Both organizations provide specific trainings for rapid response teams to legally observe ICE and police activity, relaying both expectations of their roles as legal observers and precautions to avoid risks. Legal observers are not neutral; they document ICE and police activity to attempt to de-escalate the situation and build evidence that can potentially be used to support the individual being targeted by actors of the state. Legal observers do not serve as spokespeople for the individual targeted or their families, maintaining their role as observers. It's important for legal observers to keep in mind the risks as well: They can be perceived as combatants of the state, and with increased interaction with police or ICE, they run the risk of potentially being detained or arrested, even though their observations are legal. Therefore, it's ideal to have two legal observers together. One can film the police or ICE interaction and the other can film the first observer.

Given their power, law enforcement also holds the ability to change the narrative of events that transpire in leading to the death of a loved one at the hands of the state. There is uniqueness to the trauma that occurs in the process of seeking justice

and later realizing that justice may not be possible. Often, additional trauma is inflicted on the families of the victims through dehumanization and criminalization of their deceased loved one through the media. There can be twisted narratives and even lies. Furthermore, families that experience police terror often encounter further police harassment during their journey to seek justice. The impacts of police terror on children and families cannot be overlooked. And so, another way we can address state violence is to accompany families as they seek justice following state violence. The Anti Police Terror Project (APTP) assists families by advocating for independent autopsies of their deceased loved one as well as providing accompaniment to police stations.

Addressing state violence through individual actions is important. However, we can also address state violence and the trauma it creates through higher order, structural change. For example, the Chicago Torture Justice Memorials advocated for a reparations ordinance for decades, and on May 6th 2015, the Chicago City Council passed the ordinance unanimously. In doing so, Chicago became the first city in the U.S. to provide reparations for racially-motivated police violence. It included a formal apology to the abuse survivors, a public memorial, a lesson on police torture in public schools, and services for the torture survivors and their families – counseling, free tuition, job placement, and access to re-entry services. The Chicago Torture Justice Center works to help support the healing of the survivors of police torture. It operates through the political healing model and includes rebuilding from structural trauma, dismantling systems of oppression, and creating systems of reparations.

As a cis-gender white woman in a hetero-normative white-supremacist society, I have a responsibility to use my intersecting privileges to work towards social and economic justice. Through this session, I learned that one way in which I can do so is as a legal observer, as I'm likely to be viewed both with privilege and as non-threatening by the state. The mere presence of an informed legal observer can potentially de-escalate tension

and prevent possible violence and lifelong trauma. Simultaneously, I can gather evidence that the victim of state violence can use in their cases if they so desire. In these ways, calls to action through non-violent direct means can enact positive social change. Because I have never had to interact with ICE, I was under the naïve perception that the status of authority figures infers credibility. My heightened awareness of state violence against persons of color via these authority figures, including immigration and law enforcement, will influence my behavior, both inside and outside of the voting booth. Thanks to this year's SCRA biennial, I am in the process of becoming a more informed citizen. Knowledge is power and it is meant to be shared.

The Student Membership Circle Winners at the Biennial 2019

*Written by Yolanda Suarez-Balcazar,
University of Illinois Chicago*

The Student Membership Circle was approved by SCRA's Executive Committee at the Mid-Winter Meeting in 2017 as a way to recognize students' membership and participation in SCRA. This is the second Biennial in which we implement this new initiative. Three community psychology programs were recognized at the Biennial 2019 in Chicago, as having the highest level of SCRA student membership.

The Gold Ribbon Award went to DePaul University graduate students, some of which are pictured below along with their faculty and SCRA 2019 President and President-elect.

For more information about DePaul's graduate program in community psychology please visit:

<https://csh.depaul.edu/academics/psychology/graduate/community-psychology-ma-phd/Pages/default.aspx>



The **Silver Ribbon Award** went to Portland State University, Community Psychology Program. For more information about the program click the following link: <https://www.pdx.edu/psy/graduate-study-in-community-psychology>



The **Bronze Ribbon Award** went Wichita State University, Community Psychology Program, pictured below. For more information about the program see link: https://www.wichita.edu/academics/fairmount_college_of_liberal_arts_and_sciences/psychology/graduate/community/communityphd.php



The Student Membership Circle will be implemented every Biennial year. The Executive Committee congratulates all the winners and expresses deep gratitude to all the students who participate in SCRA activities and committee. Thanks to all the students who are involved, SCRA is a vibrant professional organization committed to promoting social justice for all.

Navigating the Tenure and Promotion Process: A Biennial Conference Panel Discussion with Members of the SCRA Research Council

Written by Jacob K. Tebes, Yale University, in behalf of the SCRA Research Council

Sustaining and growing training programs is a key challenge for community psychology. There are currently about 30 community psychology doctoral and master's programs each in North America and about 15 of each world-wide. These programs also offer undergraduate education in community psychology as do at least as many colleges and universities across the world. Given the small number of community psychology programs, continued training and education in community psychology, particularly at the graduate level, is critical to sustaining the field. That is one reason why successfully navigating the tenure and

promotion process is not only an individual challenge for early career faculty but one for the field itself.

Since its inception just over a year ago, the SCRA Research Council has sought to address this issue. With support from the SCRA Executive Committee, the Council established the SCRA Research Scholars program in which early career scholars apply to be matched with a senior SCRA mentor in support of their research; some applicants also receive a small research grant. In addition, the Council is identifying other ways to support early career scholars that will be announced in the coming year.

One such initiative was hosting a recent panel discussion at the recent 2019 Biennial Conference on "Navigating the Tenure and Promotion Process." Conducted by representatives from the SCRA Research Council, the session was attended by 17 early career faculty from a variety of academic settings. A blend of senior, mid-career, and early career faculty from the Council comprised the panel: Nicole Allen (University of Illinois, Urbana-Champaign); Fabricio Balcazar (University of Illinois, Chicago); Dina Birman (University of Miami); Andrew Case (University of North Carolina, Charlotte); Lauren Cattaneo (George Mason University); and Jack Tebes (Yale University; panel chair and moderator). Noelle Hurd and Chris Keys (Research Council Chair) also contributed to developing the session.

Panel members shared observations from their own experience mentoring faculty through this process and/or navigating it themselves. Three main themes were discussed: 1) know your local context; 2) think early on about possible referees; and 3) be honest with yourself. Below we summarize each theme and conclude with a brief discussion of next steps.

Know your local context. Each university or college has its own requirements for promotion from Assistant to Associate Professor, which was the focus of the panel. For most universities, promotion to Associate Professor includes tenure, but this is not always the case. Research intensive (so called R1) universities

usually emphasize peer-reviewed publications, preferably in higher impact journals, and receipt of independent extramural research grant support, particularly from federal institutes or centers. In contrast, universities or colleges that prioritize teaching may give greater emphasis to teaching evaluations, student mentoring, and coverage of key courses/seminars. Although publications and grant support may be valued, they may not carry as much weight in the promotion process. Finally, colleges or universities that prioritize community or university service, particularly academic institutions with a strong service mission, may give considerable weight to those activities, on par with research or teaching accomplishments. Early career faculty were strongly encouraged to find out what is valued at their institution, to inquire about the process of promotion and tenure at their site, and to learn about their rights and responsibilities in this process.

Think early on about possible referees.

Most academic settings require letters from outside referees, senior to the candidate, who are asked to complete an independent review of the candidate's promotion materials. Those materials may include a complete curriculum vitae (CV), teaching evaluations, representative publications, a narrative statement about their career, and other locally relevant materials. Knowing your local context will help you identify what is important to include in your materials. Referees who agree to complete a review of your career will be asked to comment on those materials. An independent referee is not someone who has mentored you or with whom you have collaborated, but most settings do allow for a few referee letters to come from collaborators or mentors. Candidates may have some input in identifying possible referees, often done in collaboration with a senior faculty member at your institution, but the final referee selection is done by your Department or Dean, and at their invitation. The possibility of input into this process means that is it a good idea for early career faculty to begin thinking early on about possible referees that they may want to recommend to their senior faculty sponsor. Referees who know you because they

have met you on a panel, at a conference, or on a committee are usually considered independent because they have not collaborated with you on research, teaching, or service.

Be honest with yourself. Throughout this process it is important to be honest with yourself about your strengths and vulnerabilities as a candidate for promotion. This can be difficult because you feel that so much is riding on the outcome of this process. However, it is important to remind yourself that there is no perfect candidate for promotion; ever. Even the strongest candidate has vulnerabilities since each institution, like each candidate, is different may value different qualities in a candidate at a given time. Seek out a trusted mentor or colleague who will be honest with you in assessing your strengths and vulnerabilities for promotion. Once you identify your vulnerabilities, begin to address them as early as possible in your academic career. One way to do this is to draft materials for promotion years before they are due so that you develop a narrative about your contributions and accomplishments, such as your program of research; scholarly, teaching, and/or community service contributions; and citizenship to your department or university, well before you must do so. This will help you identify areas requiring further attention that you can address in time for promotion.

There was a robust subsequent discussion by participants to the session. One discussion topic included the isolation experienced as community psychologists by some faculty in undergraduate academic institutions or in interdisciplinary academic settings. These faculty welcomed opportunities for further mentorship or support from senior scholars in SCRA. Some faculty at graduate institutions reported that they did not know the details of the promotion and tenure process at their site and resolved to find out more based on participating in the session. Finally, several faculty participants shared tips they have used to connect with other scholars, which were also endorsed by members of the panel. These included making self-introductions to senior colleagues at conferences or

meetings and sending them their work unsolicited as a way to introduce themselves.

The SCRA Research Council welcomes ideas and suggestions about how it can support the work of early career scholars, including following up your comments on this session. To do so, please feel free to contact Jack Tebes at jacob.tebes@yale.edu.



The Community Practitioner

Edited by Mayra Guerero and Olya Glantsman, DePaul University and Hana Shahin and Nicole Freund, Wichita State University

Update on Community Psychology Practice Council

Written by Ramy Barhouche

Since forming over twenty years ago, the Community Psychology Practice Council (CPPC) has been committed to furthering the visibility and impact of Community Psychology practice. The CPPC also continues to make important contributions to the Society for Community Research and Action (SCRA) while providing a shared space for community practitioners. At this year's Society for Community Research and Action Biennial, in Chicago, the Council members met to review current initiatives in light of our mission and to develop a 'Strategic Action Plan' to help recruit, advocate for, and better support fellow practitioners and applied researchers. Meeting attendees also participated in a SWOT analysis to help the CPPC leadership assess the council's areas of strengths as well as identify areas in need of improvement to ensure that the council's members feel supported. We are highlighting current initiatives below.

Conversations that Raise your Practice Game

In 2018, the Practice Council started having monthly video calls facilitated by Tom Wolff that revolve around practitioners, their experiences in the field, and other topics related to Community Psychology. People can join, listen, and/or participate in the discussion as the presenters share their experience. Furthermore, the video calls are recorded and added to the SCRA website for those that are not able to join. Past conversation topics have included revisiting the definition of Community Psychology practice, co-constructing Indigeneous Psychologies in collaboration with indigeneous communities, and evaluating health equity through a deep analysis of structural racism. If interested in presenting at a future call, please contact: tom@tomwolff.com. To learn more visit this link: <http://scra27.org/what-we-do/practice/practice-council-initiatives/conversations-raise-your-practice-game/>

The Global Journal of Community Psychology Practice (GJCCP)

The GJCCP began as a CPPC project that is now an independent, strategic partner for SCRA. It is an online journal for practitioners of community psychology and community improvement. The Journal works with practitioners and applied researchers to share quality work and to foster a learning community that will contribute to ongoing advances in the broader field of Community Practice, both in psychology and related disciplines. GJCCP seeks contributions that include original articles, editorials, book reviews, videos, and other forms of content from community practitioners in many fields including community development, public health, community organizing, and others. Contact: editor@gjcpp.org. **Learn More:** <https://www.gjcpp.org/en/>

Reviving and Connecting

This year the CPPC is focusing on reviving the Community Psychology Practice Blog which in the past has helped facilitate a dialogue and interest around Community Psychology topics among varied audiences and raise awareness about the

field and the people who do Community Psychology related work. Additionally, the group is working on reviving the monthly Practitioner Connection Newsletter that showcases the work of practitioners around the world, connects members of the council and keeps them updated on important dates, events, and job openings.

These represent a slice of activity within and partnered with the CPPC. Ideas for other projects that further the mission and/or impact communities are welcome and encouraged. We invite all those who embrace community psychology practice to join us and connect with other practitioners. Contact practicecouncil@scra27.org for more information and to learn about upcoming meetings/calls.



The Criminal Justice Interest Group

Edited by Kristy Shockley, University of Massachusetts Lowell

The Criminal Justice Interest Group Column features the work and ideas of our members. We encourage readers to reach out to the authors if they are interested in learning more or exploring potential opportunities for collaboration. We also invite readers to join one of our upcoming Learning Community Series presentations in which Criminal Justice Interest Group members share their work virtually to foster a learning community. More information, and recording of prior presentations, can be viewed at <http://scra27.org/who-we-are/interest-groups/criminal-justice-interest-group/>.

Criminal Justice Interest Group Reflections and Biennial Updates

*Written by Candalyn B. Rade,
Pennsylvania State University -
Harrisburg*

Building on the momentum from our inaugural meeting in 2017, the Criminal Justice interest group had an excellent second Biennial experience this past summer. Since that time, we solidified our vision and mission as community psychologists who intersect with the Criminal Justice system in many ways, but united in our values of *equity, collaboration, creative maladjustment, social justice, and science in the service of social justice*. Over the past two years, the Criminal Justice interest group has grown in both membership and participation primarily through our regular learning community sessions online (for more information see: <http://www.scra27.org/who-we-are/interest-groups/criminal-justice-interest-group/criminal-justice-learning-communities-series1/>).

During this year's Biennial, the Criminal Justice interest group meeting was well attended, and we took the time to plan for the next phase of our group. The group reflected on the role of difference lenses that we bring as community psychologists to the criminal justice system, and the value this can contribute to our work. Conversations during this meeting focused on our goals to extend outside of a US-focused approach; learning from and collaborating with international justice colleagues. Finally, we discussed ways to foster support within the group, though possible mentoring opportunities, informal ways of connecting, and shared documents of members who may be future collaborators. Additionally, the interest group was represented across roundtable, poster, symposium, and ignite sessions. These presentations reflected the interest group membership and investigated a diverse range of topics including victimization, corrections, reentry, policing, human trafficking, policy change, and community safety. Many of these sessions were born out of collaborations and idea exchanges

formed within the interest group and its regular meetings.

We thank our first president, Jessica Shaw, for her service and leadership that fostered growth of the interest group. We also welcome our new president, Kristy Shockley. Kristy is a doctoral student at UMass Lowell in the Applied Psychology and Prevention Science program. Her work primarily focuses on the prosecution of child sexual abuse, dynamics within disclosure of sexual abuse, and what does/can justice look like in these contexts? Welcome, Kristy!

If you're interested in joining the Criminal Justice interest group or presenting for a learning community, let us know (kristy_shockley@uml.edu).



Education Connection

Edited by Simón Coulombe, Wilfred Laurier University

Community Psychology Education: Clarifying Our Vision

Written by Simón Coulombe, Wilfrid Laurier University and Mason Haber, Harvard Medical School

Since its establishment as a field and emergence of models of community psychology training from multiple perspectives including approaches to academic training (e.g., Iscoe, Bloom, & Spielberger, 1977) and training and support of practice (Meissen, Hazel, Berkowitz, & Wolfe, 2007), community psychology (CP) education has firmly established its role in training psychologists to address issues related to social justice and community well-being. CP educational opportunities include undergraduate and graduate training programs and other types of professional training opportunities such as workshops,

professional conferences, and online training opportunities for beginning and later career professionals around the world. Unfortunately, many programs and educators in community psychology face significant challenges in sustaining and continuing to develop and refine this important work. For example, recent findings published in *The Community Psychologist* from a survey by the SCRA Council on Education (COE; Haber et al., 2017, 2018) show that only a minority of community psychology programs are rating themselves as excelling, and many face significant challenges.

The mission of the COE is to support and advocate excellence and visibility in education in community research and action. Our work does not only concern the health of community psychology-specific education and training programs, but it also includes a focus on broader issues related to education in our field. The COE and its previous iterations, known under other names but having related missions (e.g., Council of Graduate Program Directors in Community Research & Action, Council of Education Programs) have been in operation for decades (since the late 1970s). Despite this long history of efforts to address issues in community psychology education, our discussions with pioneers of these committees and with current members of the COE, as well as results from the program survey results (Haber et al., 2017, 2018), highlight a set of CP education challenges seemingly recurring through time. These challenges include, for example, poor visibility of community psychology and limited recognition of the field by the leaders of some educational institutions, a relatively small pool of students interested in our training programs and in our field, a lack of systematic partnership between community psychology programs and instructors nationally and internationally, and difficulties related to the hiring of community psychologists as faculty. Such challenges have yet to be addressed in a comprehensive way on a sustained basis. There is an urgent need for action to promote the health of CP education, to ensure that our field has the capacity to continue to train community psychology leaders and expand the impact of our profession

around the world. Given its central focus in supporting CP education, the COE is well-positioned to play a critical part in helping to plan, organize, and carry out actions intended to address such challenges.

In recognition of these pressing issues, the COE organized a workshop event on June 25, 2019, during the pre-conference day of the SCRA Biennial in Chicago. This event “*Community Psychology Education Collectively Clarifying our Vision for the Next 5 Years*,” brought together 25 CP education program directors and representatives, instructors, students, CP practitioners and COE members to reflect on ways to promote the sustainability and growth of CP education and begin developing action plans. Participants from the United States, Canada, Africa and Europe took part in the one-day interactive event including a/an:

- 1) presentation of survey results to better understand better the current state of health and challenges of CP programs;
- 2) *World Café* discussion allowing participants to discuss with each other opportunities and challenges faced by educators and programs in CP (see Figure 1 for a photo);



Figure 1. *World Café Discussion*

- 3) brief presentations by program directors sharing best practices for advancing training; and
- 4) goal-setting and planning activities, including generating goal statements expressing what the COE, SCRA and the CP community should strive for in the next five years for the field of CP education, sorting the goals and selecting the most promising (see Figures 2 and 3 for photos), and identifying “next steps” towards

achieving these goals. In addition, during the Biennial, the COE and its partners hosted a symposium, town hall meeting and round table to further develop some of the ideas generated during the pre-conference event.



Figure 2. *Goal Setting and Planning*

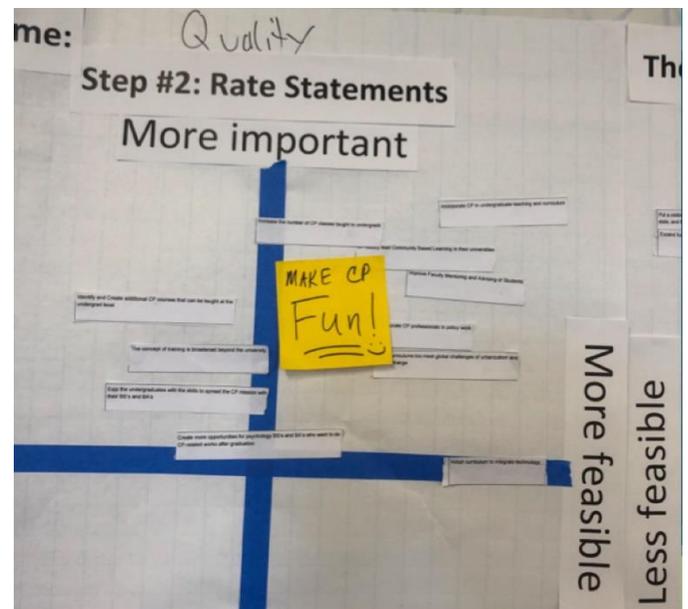


Figure 3. *Goals and Plans*

Overall the participants to the pre-conference generated 70 goal statements that were thematically regrouped in five different topics (see Table 1 for definition): 1) Diversity and Identity, 2) Connections and Cycling of Existing Resources, 3) Quality, 4) Creation of Supports and New Resources, and 5) Pipeline Issues. For each of these topics, the participants collectively identified a

few goals that should be prioritized given their perceived importance, including one goal that could be relatively easily achieved and a more ambitious goal. These goals are presented in Table 1.

Table 1. List of topics emerging from the goal-setting activity, their definitions, and identified priority goals.

Topics	Definitions	Priority goals
Diversity and Identity	Refers to the tension and dialectics between consolidating our identity and promoting diversity. The identity pole refers to clarifying CP professional identity to better understand what we do, why we are needed, how we are different (from other fields, professions), and making this identity more visible. The diversity pole refers to broadening our concerns to those on the margins and across cultures, across methods and theoretical perspectives, and across professional vocations/roles.	<ul style="list-style-type: none"> • Increase diversity of students and instructors (particularly racial diversity, but also sexual and gender diversity, and other marginalized identities) • Increase visibility of the range of CP careers within and outside of academia, to students at all levels of education
Connections and Cycling of Existing Resources	Refers to reinforcing connections among existing organizations, the creation of new collaboratives, groups, and networks, and the cycling of resources among them.	<ul style="list-style-type: none"> • Restore program director group • Build connections among CP programs
Quality	Involves making CP training and education better and ensuring that training is rigorous, value-based, action-oriented, and socially impactful.	<ul style="list-style-type: none"> • Develop a clear sense of quality in CP education • Systematize research and other opportunities for students • Disseminate/develop more practicum opportunities for students • Improve mentoring for students • Increase the number of high-quality applicants to graduate programs
Supports and New Resources	Focuses on identifying and addressing gaps/deserts, including but not limited to the creation of new programs, funding and mentoring opportunities, courses and curricula.	<ul style="list-style-type: none"> • Develop CP program supports (new programs, those facing challenges, etc.) • Restore practice of COE consultation to programs to address challenges and build upon opportunities • Improve program funding • Create networks supporting programs
Pipeline Issues	Focuses on making our field visible to students across the different education levels, including the Master's and Doctorate programs that have historically been the concern of the COE, but also undergraduate, and even high school programs, to increase the diversity and number of people trained in CP.	<ul style="list-style-type: none"> • Increase visibility of the range of CP careers within and outside of academia to students at all levels of education

9

Examples of Goals

One goal per topic is presented here to help illustrate the types of goal statements and action steps identified to provide the basis for planning. For *Diversity and Identity*, one of the selected goals was to increase the diversity of students and instructors in CP, focusing on racial and ethnic diversity, but also sexual and gender diversity, and inclusion of people with other marginalized identities. Different actions steps were discussed in order to implement this goal over the next five years, such as reaching out and collaborating more with other SCRA committees and interest groups with shared interest in promoting diversity, such as the LGBT and the Disability interest groups, as well

as the Council on Cultural, Ethnic and Racial Affairs. For *Connections and Cycling of Existing Resources*, participants identified the goal of restoring a program director group, alongside the current COE. A program director group would promote closer partnership and mutual support, provide a resource for establishing stronger networks among CP education programs, and identify opportunities to collaboratively address widespread challenges in CP training. One of the steps identified towards restoring this group was connecting with participants in the original program director group in order to learn more about the work of the program director group, and how the COE might further and build upon its accomplishments.

For the *Quality* topic, an identified goal was to develop a clearer sense of quality in CP education. This could involve for example revisiting and/or operationalizing better the core CP competencies related to practice and research, published in earlier editions of the TCP (Christens et al., 2015; Dalton & Wolfe, 2012) to make sure that they are still aligned with the current values and principles in the field, as well as supporting programs in promoting skills related to these competencies among students. Concerning the *Creation of Supports and New Resources*, participants identified several priority goals, including developing more supports for programs facing struggles and new programs, and creating more connections among programs. An initial step to help achieve that latter goal would be to perform a social network analysis to better understand the existing relationships between programs. Relative to *Pipeline Issues*, a goal was to increase the visibility of the range of CP careers within and outside of academia in order for students at all levels of education to be aware of the existence of CP as a promising career choice. Increasing the number of CP-related courses in undergraduate curricula was mentioned as a promising strategy for greater visibility and awareness among potential future graduate trainees.

Next Steps

As evident by the few examples given above, the goals identified during the pre-conference events were wide-ranging, concerning diverse challenges and opportunities related to sustaining and furthering CP education. They are also ambitious. The COE now needs a blueprint or a framework to help organize efforts to achieve some or all of these priority goals. As suggested by several pre-conference attendees, the COE is now working on articulating how the priority goals relate to one another through a theory of change and strategic plan. We also intend to consult other SCRA committees and groups working on intersecting issues, to ensure that our planned work complement similar efforts by other councils, committees, and interest groups in SCRA. The

outputs from this work will be communicated to the broader SCRA membership when they are available in the next few months.

We hope that our efforts to clarify the vision of the field for the future of CP training through developing goals and incorporating these into a broader framework to drive action will provide the foundation for an invigorated, productive COE. However, given the breadth of activities identified as important to the future of training in the field, the COE cannot handle the burden of advancing CP education on its own; they require the participation of other SCRA committees and groups and all members throughout the society. Sense of community and collaboration are key principles in our field; they can naturally serve as the motor towards achieving our goals and to help ensure the health sustainability of CP education. We need to practice what we preach. Will you join us in this important work?

People interested in joining the COE or supporting the efforts described in this article are invited to contact S. Coulombe (chair) at scoulombe@wlu.ca. The COE meets online once per month, and meetings are advertised on the SCRA listserv. They are open to anyone interested in CP education, including instructors and program directors but also students and CP practitioners. All are invited to attend, with no obligation of continuing attendance or becoming a formal COE member.

We want to thank other COE members for their assistance in organizing the pre-conference event, as well as the support of the SCRA Executive Committee and the biennial volunteer team. We also thank each of the 25 participants who generously participated to that meeting, as well as all the people who attended the COE-hosted sessions at the biennial. We will strive to carry these initial efforts forward to help to ensure the continuation and success of CP education well into the future.

References

Christens, B. D., Connell, C. M., Faust, V., Haber, M. G., and the Council of Education Programs.

(2015). Progress Report: Competencies for Community Research and Action. *The Community Psychologist*, 48(4).

<http://www.scra27.com/publications/tcp/tcp-past-issues/tcpfall2015/special-feature/>

Dalton, J. & Wolfe, S. (2012). Joint Column: Education Connection and The Community Practitioner. *The Community Psychologist*, 45(4).
https://www.scra27.org/index.php/download_file/view/21/266/

Haber, M. G., & Kohn-Wood, L., & Members of the SCRA Council on Education (2018). Understanding the Perceived Health of Graduate Community Psychology Programs and its Relationships with Indicators of Sustainability, Diversity, and Rigor: Findings from the 2016 Survey of Graduate Programs in Community Psychology. *The Community Psychologist*, 51(3).

<https://www.scra27.org/publications/tcp/tcp-past-issues/tcpspring20181/education-connection/>

Haber, M. G., & Neal, Z., Christens, B., Faust, V., Jackson, L., Kohn-Wood, L., Bishop Scott, T., Legler, R., & Members of the SCRA Council on Education (2018). The 2016 Survey of Graduate Programs in Community Psychology: Findings on Competencies in Research & Practice and Challenges of Training Programs. *The Community Psychologist*, 50(3).

<https://www.scra27.org/publications/tcp/tcp-past-issues/tcpsummer2017/council-education/>

Iscoe, I., Bloom, B., & Speilberger, C. (Eds.). (1977). *Community psychology in transition: Proceedings of the national conference on training in community psychology*. Washington, D.C.: Hemisphere.

Meissen, G., Hazel, K., Berkowitz, W., & Wolff, T. (2007). The story of the first ever summit on community psychology practice. *The Community Psychologist*, 41(1).



Environment and Justice

Edited by Manuel Reimer, Wilfred Laurier University

Engaging Communities in a Culture of Sustainability

Written by Julie Pellman, New York City College of Technology

Climate change is a threat to our ecosystem, humanity, and the biodiversity of the planet. The impact of climate change is far reaching: the loss of sea ice and rises in sea level, extreme weather, food and water shortages, droughts and famine, increased incidence of infectious diseases and other health concerns, changes in animal and plant habitats, loss of biodiversity, lower crop yields, and psychosocial effects of displacement and forced migration on individuals and communities (Intergovernmental Panel on Climate Change, 2018). Climate disruption is an area of great concern that community psychologists should become significantly more involved in (Reimer & Reich, 2011). There is a need to create social structures that support pro-environmental norms and values and that empower ordinary citizens with tools that will enable them to become involved in action for the environment.

In light of this goal, the Environment and Justice Interest Group had three sessions that revolved around climate-related concerns. In the first symposium “Engaging Communities in Environmental Action: Examples from Community Psychology,” Carolyn Springer and Julie Pellman discussed classroom approaches for educating students on this topic while Brittany Spadafore talked about engaging people in reducing their meat consumption.

Carolyn Springer talked about a climate module that she will present in her health psychology class in the fall. She mentioned that when she has asked students about their interests in order to inform curriculum planning, environmental issues and global warming have

been less frequently cited than other topics such as stress and coping, adolescent health, and gender and health. She is hoping that her climate change module will “engage students in a process where they can begin to think critically about potential strategies for addressing climate change on the interpersonal, community, and policy level.”

Julie Pellman discussed a service learning option in which students use an eco-friendly bag for the semester. She tells her students about the hazards of plastic and how using a reusable bag can help to alleviate this problem both in their communities and in the ecosystem. Before beginning the project, students are asked whether they feel that they belong to a community and what they hope to learn from participating in the “Bag Project.” They keep a journal of their thoughts, feelings, and experiences throughout the semester. In addition to the journal, at the end of the semester, they reflect on what they have learned about themselves and others as a result of the “Bag Project,” how the “Bag Project” benefitted their community, and whether the experience helped them to better understand their role as a community member, changed their sense of civic responsibility, and/or made them aware of some of their biases and prejudices. Finally, they consider whether their experience changed their views of their community and the ecosystem.

Brittany Spadafore explored participants’ rich, context specific experiences with reducing meat consumption and engaging in sustainable food consumption in a peer group setting in the workplace. She developed a group that consisted of six weekly, participant-driven, meetings over lunch that emphasized dialogue and reflection about the process, as well as planning for individual and collaborative action.

The second symposium, “Case Studies in Creating Cultures of Sustainability Through Community and Organizational Partnerships” featured the following presentations.

- Niki Harre talked about creating a culture of sustainability in a school in New Zealand, which now has sustainability embedded into its policy, practice and infrastructure. Over a 12-year

period the school has included sustainability as a strategic goal, established a number of student leadership portfolios, supported teachers to include sustainability topics in the classroom, and offered regular sustainability-related events. Importantly, the process is held together by a sustainability network that is open to new projects in a ‘bottom up’ process.

- Carlie Trott focused on the need to empower children in the area of climate justice. According to Trott (2019) children are key stakeholders. Yet, they are under-engaged in terms of education and action. How do we facilitate children’s climate change engagement and how do we create empowering learning environments? Trott partnered with local boys and girls clubs in northern Colorado. The children ranged in age from 10-12 years. The children heard a climate change presentation at the City Council. They planted 12 trees. They also spread compost and planted fruits and vegetables. They then used photographs to discuss what they cared about and developed a website. How can these projects help children to develop a sense of agency? The youth developed greater awareness and understanding of the world around them. They became concerned and were motivated to take action. They felt more competent about helping the environment and that they could create positive change.
- According to Kai Reimer-Watts, climate disruption is an existential threat to humanity and requires a rapid and immediate response. One way of promoting cultures of sustainability is to use art for creating symbols of sustainability in our built environment and communities. He presented an application of this in Canada’s first commercial net-positive energy multi-tenant office building, which has rainwater harvesting, a living wall, a solar thermal wall, geothermal heating and cooling, and solar panels on the roof and the parking lot. Tours of this building are offered to the public in the hopes that participants will learn about sustainable practices.
- Manuel Riemer further discussed the work of his team related to the above-mentioned office building. He discussed more broadly the topic of

how do you create a culture of sustainability in such a context? According to Riemer, a culture can be seen as a soul of a human system, such as building a community. Cultures include values and norms, shared practices, language, and symbols. The development of a culture of sustainability is complex. It is co-created among social actors in a physical or virtual space and is a gestalt that emerges from that process. People need to be part of the process. They need to be engaged cognitively, emotionally, and behaviorally. They need to see themselves as agents of change and to be involved in action in the context of community. The process involves a ripple effect: I have knowledge that I share with others who continue to spread the knowledge and keep the fire burning.

The presentations of the Environmental Interest Group culminated in a roundtable entitled “Community Psychology and Cultures of Sustainability” organized by Manuel Riemer, Niki Harre, Carlie Trott, Julie Pellman, and Kai Reimer-Watts. Each presenter briefly discussed their focus on sustainability and discussion followed. Participants discussed four elements of culture: narratives and stories, practice, the built environment, and responsiveness. There is an interplay between narrative and stories and practice. In addition, different countries have different symbols, which color meaning, such as the New Zealand Māori concept of “kaitiakitanga”, which refers to people’s kinship with natural entities and the guardianship that follows.

The oscillation between narcissism and despair with regards to pro-environmental behaviors was another focus of conversation. A narcissistic approach may be seen as “it is up to me to solve this.” Despair may be operationalized as, “It is all on my shoulders. I can’t do it.” There is a need to create a sense of meaning which can then be translated into action.

Finally, participants agreed that there can be many cultures of sustainability. Culture drives our decision making, our action, and our values. The manifestation of values is in social practices and symbols, such as the sustainable building in Canada as mentioned by Kai Reimer-Watts and

Manuel Riemer. There is a need to create a space for people to have conversations such as: Where are we going? What do we want to be? Part of changing culture is making these things visible. It takes a large amount of energy to transform a culture. Culture is psychological space, a physical space between bodies, and a technological lattice. We are all part of this larger narrative. The narrative has to be plausible.

There is a great deal of work that needs to be done to facilitate a paradigm shift towards pro-environmental cultures, beliefs, attitudes, and practices. Please get involved with the Environment and Justice Interest Group and help play a role in mobilizing community members to take on the challenge of climate change.

References

- Intergovernmental Panel for Climate Change (IPCC). (2018). *Summary for Policymakers. In: Global warming of 1.5°C. An IPCC Special Report on the impacts of global warming of 1.5°C above pre-industrial levels and related global greenhouse gas emission pathways, in the context of strengthening the global response to the threat of climate change, sustainable development, and efforts to eradicate poverty* [Edited by V. Masson-Delmotte, P. Zhai, H. O. Pörtner, D. Roberts, J. Skea, P. R. Shukla, A. Pirani, W. Moufouma-Okia, C. Péan, R. Pidcock, S. Connors, J. B. R. Matthews, Y. Chen, X. Zhou, M. I. Gomis, E. Lonnoy, T. Maycock, M. Tignor, T. Waterfield]. World Meteorological Organization, Geneva, Switzerland. Retrieved from https://report.ipcc.ch/sr15/pdf/sr15_spm_final.pdf
- Riemer, M., & Reich, S.M. (2011). Community psychology and global climate change: Introduction to the Special Section. *American Journal of Community Psychology*, 47(3-4), 349-353. doi:10.1007/s10464-010-9397-7



Gender and Justice

*Edited by Susie Paterson,
Collaborators Consulting Group*

Community Psychology's Next Wave: Introducing the Committee on Gender and Justice

*Written by Susie Paterson,
Collaborators Consulting Group and
Dominique Lyew, Vanderbilt University*

The Society for Community Research and Action (SCRA) has gone through many changes in relation to issues of women and gender. In the early years of SCRA, little attention was given to women's and feminist issues, and most of the division's leadership was white and male. For the first five years of its existence, no women served on the Executive Committee, and it wasn't until 1979 that a woman served as Associate Editor for the flagship journal. The Committee on Women was only established as a Standing Committee in 1986, twenty years after SCRA was officially formed (Bond & Mulvey, 2000). Many women within community psychology fought for decades to establish a feminist presence within the field. Today, women make up the majority of the Executive Committee and for the first time, we have a woman editor of the American Journal of Community Psychology. While visibility was central to early feminist community psychologists' work, we no longer contend with a lack of women in leadership.

Understanding the history of the Committee on Women is important for understanding where we are as a Committee today, both within a broader feminist perspective and within SCRA. While we have made many strides in including feminist perspectives in the work of community psychology, SCRA continues to exist as a predominantly white organization. The Committee on Women has reflected this larger culture and has largely operated through a second wave feminist lens. We hope to move the committee in the direction of

upholding the values of intersectional feminism, understanding that the connection between, and the multiplicative effect of racism, anti-blackness, classism, queerphobia, and other oppressions interact with patriarchal values to impact and oppress some more than others. We have to ask ourselves, how do these spaces need to change in order to reflect the values we espouse as a field? As a first step, the Committee on Women has changed its name to the Committee on Gender and Justice. We would like to discuss the route we took to this name change.

At our meeting at the 2019 Biennial in Chicago, one member suggested a name change to re-energize the Committee. Numerous names were floated, including the "Feminist Committee," "Committee on Intersectional Feminism," and the "Committee on Gender and Justice." One request from long-standing members was that we do not erase the past efforts of past women community psychologists who fought for gender equality throughout the 1970s, 80s, and 90s. We intend to honor this history, while also making sure our spaces are inclusive and reflect the values we support and fight for in the present day. I (Susie) sent a survey after the meeting to the listserv to ask for feedback on the name with the Committee on Gender and Justice as the overall first choice. We have only received positive feedback and have just received confirmation that the SCRA Executive Committee approved the name change.

By changing the name to the Gender and Justice Committee we hope to convey that social justice using an intersectional lens is at the core of our work in the committee. With the word 'gender' we expand our understanding of who is impacted by the patriarchy. The 'justice' here is meant to represent our fight against oppressive structural forces on many levels. Justice also implies an orientation towards action, which we believe reflects the past work and substantial impact on SCRA in the history of this committee, as well as the work we hope to continue in the future.

Our next steps are to solidify our mission statement, figure out a leadership structure that works best for the Committee on Gender and

Justice, and figure out the work we want to do to ensure that our values are reflected in action. We are excited for these new changes for the Committee and hope that it moves us closer to a more liberation-focused community psychology.

References

Bond, M. A., & Mulvey, A. (2000). A history of women and feminist perspectives in community psychology. *American Journal of Community Psychology, 28*(5), 599-630.



LGBT Interest Group

Edited by Mary T. Guerrant, State University of New York at Cobleskill

Interested in LGBT Issues? Check Out the SCRA LGBT Interest Group

Written by Mary T. Guerrant, State University of New York at Cobleskill

Are you interested in hearing more about LGBT issues or ongoing projects, resources, and opportunities? The SCRA LGBT Interest Group was formed to increase awareness of the need for community research and action related to issues that impact LGBT people; and serve as a mechanism for communication, collaboration, and support among community psychologists who are either interested in research/service/policy related to LGBT people and communities, and/or who identify as LGBT. We recently hosted a session at the APA Convention in August and the SCRA Biennial Conference and are currently developing a series of resources related to LGBT issues in teaching, practice, and research. Email jeanhill@scra27.org to join our listserv and stay up-to-date on these and other happenings with the group.

Looking for a way to be more involved with the group? We are currently looking for someone interested in stepping onto the committee as chair – no prior experience with the group is required, just an interest in LGBT issues and a willingness to lead the group. Graduate students and early career psychologists are especially encouraged to considering serving in the role. Additional open leadership positions will be shared through the listserv as they become available. Responsibilities include monthly meetings and a willingness to support LGBTQ research and advocacy. If you have questions about the chair role or are interested in serving, email Corey Flanders at cflander@mtholyoke.edu. Meet some of our current group leaders and read more about their diverse interests and expertise below.

Past-Chair – Corey Flanders, PhD

Dr. Corey Flanders received her PhD from the



University of Hawai'i at Mānoa in Social Psychology with a graduate certificate in Women's Studies. She is currently an assistant professor at Mount Holyoke College. Flanders' work focuses on addressing social issues and promoting positive social change, particularly concerns related to identity and health equity among marginalized communities with an emphasis on working with young queer and trans people. Recently, Flanders has worked with academic and community health center research partners, along with gender and sexual minority young people, to investigate how stigma and social support relate to young queer and trans people's experiences of mental and sexual health, including access to appropriate health services. Flanders' teaching focuses on critical applied perspectives in Social Psychology, incorporating mixed-methods and community-based research approaches into psychological research methods, and health equity as it applies to gender and sexual minority communities.



Secretary/Historian – Michele Schlehofer, PhD

Dr. Michele Schlehofer earned her PhD in Applied Social Psychology from Claremont Graduate University. She is currently a professor at Salisbury University. Trained in the Lewinian tradition of action-research, much of her work consists of community-based research designed to directly address social and

community problems. As an applied psychologist, she is a vocal proponent of not only intervention and prevention work, but also evidence-based decision-making and research-backed public policy. Over the course of her career, she has worked on projects addressing a myriad of social and community issues, including adolescent pregnancy prevention; community-building processes for people living with HIV and AIDS; and community breast health initiatives for women. Dr. Schlehofer is also involved in advocacy efforts by, with, and for LGBTQ people. She serves as Executive Director of Salisbury’s PFLAG Chapter, and co-chairs the public policy committee for the APA Division for Sexual Orientation and Gender Identity.

Communications and Public Relations – Mary T. Guerrant, PhD

Dr. Mary T. Guerrant earned a PhD from North Carolina State University in Applied Social and Community



Psychology. She is currently an assistant professor at the State University of New York in Cobleskill. Her work as a researcher, teacher, and advocate centers on the intersection between public health and community psychology as related to diverse populations. Recent projects have focused on patient-provider communication and experiences in

shaping sexual health for Latinx women, the role of acculturation and sociopolitical climate on psychological well-being among LGBTQ+ immigrants, and the efficacy of substance use prevention programs and other factors shaping substance use in rural New York State. Guerrant also enjoys teaching, and works to build conversations around diversity, opportunities for community engagement, and applied pedagogies such as project-based learning into her courses. In addition to her current position within the LGBT Interest Group, Guerrant has held prior leadership roles within APA Divisions 44 (LGBT Issues) and 35 (Psychology of Women) and as chair of the APAGS Committee on Sexual Orientation and Gender Diversity.



Education Committee Chair – Rachael Goodman-Williams, M.A.

Rachael Goodman-Williams, M.A., is a doctoral student in Ecological-Community Psychology at Michigan

State University. Her work broadly focuses on gender-based violence, and she has specializations in college teaching, quantitative methods, and evaluation science. Her research interests center on understanding sexual assault survivors’ socio-emotional experiences over time and how those experiences are affected by the people and systems they engage with. Her research is carried out with the goal of integrating survivors’ needs and priorities into the definitions of success used by agencies that interact with them. She is dedicated to integrating gender-based violence into undergraduate curricula, as well, as developed and taught a *Gender-Based Violence Across the Lifespan* course for Michigan State University. She serves as SCRA’s LGBT Interest Group Education Chair and as the Community of Practice Chair for SCRA’s Undergraduate Teaching Interest Group.



Living Community Psychology

Written by Gloria Levin

“Living Community Psychology” highlights a community psychologist through an in-depth interview that is intended to depict both personal and professional aspects of the featured individual. The intent is to personalize Community Psychology as it is lived by its diverse practitioners. All prior columns are available online at <http://www.scra27.org/publications/tcp/tcp-past-issues> . These past columns contain a wealth of life advice gleaned from over 65 profiled community psychologists, from graduate students to retirees, representing an invaluable resource for community psychologists.

For this installment, we update the life of Chris Nettles who was first featured in this column in 2013; read the prior column (<https://www.communitypsychology.com/chris-nettles/>) before reading the following update. In 2013, he was an ABD (all but dissertation) clinical/community psychology graduate student at George Washington University (GWU). Upon receiving his doctorate, he worked for the American Psychological Association, variably as full-time staff and as a consultant. Having been ordained as a Tendai Buddhist priest in 2015, he moved to northern California in late 2018 to re-establish a Tendai temple and monastery, which had been lost to a wildfire, and to build a meditative community of Tendai Buddhists. Chris’ work fulfills the practice of community psychology, providing a unique exemplar of the field’s potential reach.

(Rev.) Chris Nettles, Ph.D.

Cobb and Middletown, California

At the time of our first interview, as published in 2013, Chris was completing his Ph.D. coursework and internship in George Washington University’s clinical psychology program before tackling a dissertation. Having failed to be matched in APA’s internship process, in part because he



was vying for one of the very few community-centered internships, he created his own, self-designed community/clinical internship. He depended heavily on the internship proposals developed by prior students of Bret Kloos at the University of South Carolina as well as Bret’s exceptional advice to him. His internship cobbled together placements at GWU’s counseling center,

conducting a needs assessment on campus, The Evaluator’s Institute (Anne Doucette, Director) and at David Chavis’ community psychology practice company (Community Science), focusing on nonprofit capacity building. The entire experience was supervised by Sharon Lambert, GWU. The contacts, experiences, and skills he gained during that atypical internship constituted “the best move I’ve ever made,” he declared enthusiastically.

His dissertation (supported by an F31 grant from NIH and two excellent mentors at GWU) involved collecting his own data from nonprofits who served the LBGTQ communities and applying mathematical modeling to the data. The topic was on risk behaviors in HIV.

While a graduate student at GWU, he began working with the American Psychological Association (APA) on various projects. On one contract, he participated in aggregating the content of all psychometric instruments and tests into a massive database (now standing at 55,000). His specialty was combing through obscure resources at the Library of Congress. One of the oldest tests he found was an 18th century French instrument.

He also worked as staff for APA’s office of ethnic minority affairs, then headed by SCRA member, Tiffany Townsend. There, he managed an NIH grant that established an early career mentoring program in HIV research for ethnic minority scholars, matching them with senior

research mentors. His paid APA work slowed progress on his dissertation. However, he needed the income and to remain in the D.C. area, and the repayment on his student loans was deferred while he was still in student status. His Ph.D. was obtained 8 years after he started at GWU, longer than the university preferred. However, he is proud of the outcomes of the mentoring program and made important contacts and professional relationships with the 25-30 mentees and their mentors.

When the NIH mentoring grant ended, late 2016, Chris left APA – only to be lured back a few months later to manage a two-year, \$2 million cooperative agreement between APA and the Centers for Medicare and Medicaid Innovation. The aim of this project was to help eligible clinicians implement ways to measure treatment outcomes, in order to maintain their reimbursement levels. “I liked the emphasis on improving practice and using data to drive care,” remembers Chris. Although the project was due to end in late 2018, Chris left full-time employment at APA in October 2018, continuing as a consultant to APA until January of 2019, to help close out the grant.

In 2015, the APA was beset by the fallout from the investigative Hoffman report, in which APA’s leadership had been found to have violated ethical principles in colluding with the CIA to promote torture. Chris notes that the work environment changed dramatically after that. He observes: “...the employee morale never really recovered since the Hoffman report was released.”

“By October 2018, I had been, off and on, at APA for 8 or 9 years. It was time to move on,” he says. And “move on,” he sure did! Here is where our account of Chris’ life takes a truly radical turn. The story begins when a teen-aged Chris was fascinated by an exhibit on the Japanese tea ceremony at the Kimbell Art Museum in Ft. Worth, Texas. Already a “museum fanatic,” this was his first exposure to Japanese rituals which are heavily influenced by Zen Buddhism. Later, as an adult, he became a member of the Zen Center of Denver until he moved to Washington, D.C. in 2006 for his Ph.D. studies. He was unable to locate a Zen

congregation near his home in Arlington, VA (he was car-less for a decade), so he attended a Unitarian church instead. By sheer chance, that church began to rent space to a small group of Tendai Buddhists. Curious, Chris checked out this denomination and the small community of adherents. (He recounts an amusing story: Before finding the church space, the Tendai group had been meeting in a firehouse which they soon realized was incompatible with quiet meditation!)

Tendai Buddhism (“the most important school of Buddhism that hardly anyone has heard of”) was very powerful and influential in Japan for 1,000 years, beginning in the 9th century. It is currently the fifth largest denomination of Buddhism and is recognized for its preservation of Japanese history and culture. Its worldwide center is near Kyoto, Japan. Read about Tendai Buddhism at www.Tendai.org

Chris was drawn to this local, small, tight-knit community of Buddhists and to the meditative practices and celebrations that characterized the religion. After several years, Chris was asked by the community to pursue training as a Tendai priest. Around 2013, he applied for the intensive training program that would span six years (ten days per year) at the sect’s training center and main temple in Canaan, N.Y. near Albany. His spiritual community in Northern Virginia paid the expenses for the first 3 years of his training. This support from his community was a significant factor in his acceptance into the training program.

One or two new trainees are accepted into this monastic training program each year, so the training cohort includes approximately 10-12 at a time, from all over the U.S. Some of the trainees, like Chris, intended to become priests who would lead a congregation, but others would work as hospital chaplains or scholars. Chris describes the training as based less on “book learning” than on the “physical experience” of integrating mind and body. It is focused on developing good character. “Unlike the Western model of religious training, my training emphasized what you do, not what you know,” he explains.

The training was led by high-ranking Japanese and American monks; his spiritual teacher at the Tendai Buddhist Institute was and is Paul Naamon, then an academic at Bard College at Simon's Rock and abbot of the Tendai Buddhist Institute. During the training period, outside stimuli (news, social media, phones, etc.) were prohibited. Each day he woke at 3 a.m., participated in rituals, did physical chores around the temple and took physically challenging hikes. "It's often compared with boot camp," he remembers. For example, the trainees would walk briskly to a running stream 2 miles away to gather water for the temple. (Interestingly, in 2010, Chris was given the Buddhist name, Junsen, which translates as "pure sparkling water.") Or the trainees would undertake a 20-mile hike, at a brisk pace. At the end of his third year of training, in 2015 – the same year he earned his Ph.D. and was working on APA staff -- he was ordained as a novitiate Tendai priest.

Around the time that Chris received his novitiate ordination, the group's priest had resigned, and Chris assumed leadership of the congregation. Up until then, this congregation had been loosely organized. After consulting with the congregation and the North American leadership of the denomination, they decided to formally incorporate as a non-profit organization. Chris organized a board of directors and managed its formal incorporation in northern Virginia as a nonprofit, named the Great River Tendai Sangha.

Meanwhile, a Tendai monastery, occupying 160 acres on a mountain in northern California, was destroyed in the Valley Wildfire which started with a bad electrical connection from a hot tub in September of 2015 and raged for six months. A Tendai abbot had built the facility (a temple and lodging for resident monks) which had been consecrated in 2010. In 2015, the abbot died from cancer, followed by the wildfire. Other than the onsite presence of a caretaker, the land was untouched for 4 years. At the time that Chris had decided to "move on" from the APA, he was asked by his teacher, Paul, to relocate there to rebuild the spiritual center and, with another local priest (Paul's former student, Sophie MacArthur, now a medical

resident), to attract and lead a spiritual community. He left D.C. in October 2018 and drove cross country. The California Tendai Buddhists receive income from steam generated underneath the 160 acres of geothermal land they own and sold to CalPine, Inc. for electricity generation. Chris also earns side income from small contracts from the psychology world.

His immediate, short-term mission is to restore the land; burned trees are toppling over and an invasive species that is overrunning the land must be fought. He is living "off grid," using solar power and hauling water to his tiny rustic cabin. He wakes around 4:30 a.m., hauls trash and clears vegetation. However, the land does not yet have any religious space, so he rented space in Middletown, 5 miles away, where he set up a small meditation room and where weekly group meditation meetings take place. In that space, he has also located his administrative offices. Right now, his office routines include building a website, managing finances, rewriting the bylaws, managing a Board, and preparing grant applications. He has connected with the local U.S. Department of Agriculture office, from which he hopes to procure an Environmental Quality Incentives Program (EQIP) grant for disaster recovery from wildfires. (50-60% of Lake County acreage has been lost to wildfires in the last several years.)

The second, longer-term mission for Chris and Sophie is to rebuild the spiritual community. The prior community was based in monasticism. Chris assesses that monastic model as having been "unsuccessful" because it required a significant commitment that people were unable or unwilling to make. Instead, they are working to rebuild under a "village temple model" which emphasizes a service-oriented approach to spirituality. Tendai Buddhism also has a strong interfaith tradition. Therefore, Chris and Sophie are making alliances with the larger interfaith community. They do not proselytize; instead, they aim to attract followers by their example of being useful at the local level, following the maxim of "lighting up one's corner of the world." In the six months since his arrival, a few new people have joined, and Chris plans to later

train a few recruits to become lay leaders, a role requiring far less commitment than the priesthood. Another goal, not achievable until the land is better reclaimed in a few years, is to hold regular retreats on the 160 acres, initially providing camping pads for visitors. Since they will emphasize service, the hope is to enlist visitors to assist in the rebuilding effort. (In fact, the work from volunteers could count as the in-kind match required for any grant obtained from the EPIQ program at USDA.)



The focus of their community service is still taking shape, but Lake County has many needs. It is the third poorest county in California, with severe health disparities. Opiate and meth addictions are high, and the devastation from wildfires has dislocated many residents. On the strengths side of the equation is the solidarity of the citizenry, with an exceptional sense of community and a serving culture brought about by its adaptation to the frequent wildfires. Some residents, mainly commuters to the North Bay area, are wealthy, and because of its geology, with many hot springs, the area is dotted with spas and retreat centers. It is also an agricultural resource, with several active vineyards. Chris has reached out to nearby spiritual centers, including a few other Buddhist retreats, and recently joined and has become active in the local Rotary Club.

Another interesting aspect of Chris' adult life was recounted in the 2013 column. Chris is an adoptee who connected with his birth mother, Susan, in 2001. Since then, he has reunited with his birth-father's family. Happily, Chris has a close

relationship with everyone. "I am blessed to have two large and loving families in my life." Chris' adoptive parents in Texas are in their 80s now. When asked about how his adoptive parents feel about his reunion with his genetic family, Chris recounts the story of how his adoptive father and stepmother met Susan for dinner when she, a flight attendant, had a layover in Texas. His adoptive mother asks Chris about Susan frequently, and she gathered photos of Chris as a young child for him to share with Susan.

Through his search for his biological family, Chris connected with his biological aunt, Moira, and she led him and Susan to her brother, Chris' biological father. Chris and Moira have become very close. In fact, in the summer of 2018, Chris joined Moira on a visit to the south of France to explore the region in Provence where his biological grandmother (and earlier generations of their family) had lived. The beautiful ancestral village has Roman ruins, figs, olive trees, etc. and is on the Mediterranean coast between Cannes and Nice. A highlight of their trip was exploring the long-abandoned family farmhouse, where their ancestors had sheltered and hid Resistance fighters during World War II.

In 2018, he postponed his sixth and final year of training for the priesthood to travel to France. His full ordination was delayed a year, until June 2019 when he completed the required training. His first Buddhist name, "Junsen," was then changed to what is known as a lineage name -- "Junshin." This lineage name is partly derived from his teacher's name. ("Jun" translates as "pure," "shin" as "truth.") "That name connects me to a lineage of Tendai and Buddhist teachers going back millennia."

Chris is convinced that his current efforts fully constitute the practice of community psychology. "In helping to rebuild a religious community after a natural disaster, I rely heavily on much of my community psychology training -- developing strategic plans, grant writing and management, facilitating community discussions, etc. I constantly draw on my community psychology skills for community development and resilience. Because Tendai Buddhism is committed to interfaith work

and to the idea of 'lighting up your corner of the world,' all this work is occurring through a lens of cultural competence and social justice.”

Chris participated on a panel on Buddhism at SCRA's 2019 biennial conference and is always interested in connecting with other SCRA members who are Buddhists, who make spirituality a significant life factor or are interested in the intersection of spirituality and community psychology. His current life is deeply satisfying, and he is committed to living the rest of his life as a Tendai priest at the California temple. While acknowledging the massive challenges ahead of him, both physical and spiritual, he nevertheless jokes: “This project will probably take 300 years to complete so it is a good thing Buddhists believe in reincarnation. I can keep coming back lifetime after lifetime, until I get it all done!”

You can reach Chris by Email at Junshin@caltendai.org. More information about the California Tendai Buddhists can be found at <http://caltendai.org>.

Author Information

Gloria Levin, Glorialevin@verizon.net



Public Policy

*Edited by August Hoffman,
Metropolitan State University*

Hate Crimes, Gun Violence, and Extremism: The Role of community Intervention and Positive Intergroup Contact

*Written by August Hoffman,
Metropolitan State University and
Public Policy Co-Chair*

It just doesn't seem to ever end. Mass shootings, violence and conflict have become recurrent and consistent themes within our society

and media today that are splashed everywhere. Earlier in the year (March 15, 2019) over 49 people were murdered in Christchurch, New Zealand by several extremists harboring anti-immigrant and anti-Muslim views. During these attacks the perpetrators even had the audacity to film their crimes and livestream them as they occurred. Within the United States, back to back mass shootings occurred on August 3 and August 4, 2019 in El Paso, Texas and Dayton, Ohio. While the motivation behind these crimes may vary, they typically involve a direct hatred that is projected at immigrant populations combined with an immense fear of an unknown and precarious future. More importantly, recent reports that examine the motivating factors among perpetrators of hate crimes and ethnic violence cite a lack of individual meaning or purpose within their own community. Many alienated individuals (i.e., the “Lone Wolf”) keep journals or manifestos that meticulously describe their hatred for others. For example, the August 4, 2019 El Paso shooter wrote shortly before his shooting spree: “My whole life I have been preparing for a future that . . . does not exist” (Star Tribune, August 6, 2019).

How can communities become more proactive in efforts to not only prevent these senseless tragedies from reoccurring, but also help identify some of the indicators that have been associated with extremism and hate crimes? Researchers Jillian Peterson and James Densley (2019) have identified four consistent themes that have been associated with perpetrators of crimes involving shootings and ethnocentric ideology. The first is that most attackers have experienced some form of violent trauma themselves, neglect, or some form of psychological or emotional abuse. The environment that they were exposed to in some way contributed to their pathologies that provided the incentives for their eventual crimes. The second characteristic that many perpetrators have experienced is some form of an interpersonal crisis that was building over time. This may include a conflicted relationship with personal family members, employers, or friends that contributed some type of anxiety and stress to the individual.

The third contributing factor to mass shootings includes the perpetrator's own twisted validation of the justification of their crimes. For example, with increased social media, members of hate groups share their views and confirm that their crimes are necessary to achieve some type of end goal. Finally, perpetrators of mass shootings must have some mechanism to physically carry out their hate crimes. In this case, specific types of weaponry (i.e., assault-style weapons such as the AR-15) somehow were accessed prior to the crimes committed. According to the data provided by Peterson and Densley (2019), over 80% of shootings that occurred on school campuses (2012, Sandy Hook Elementary School; 1999 Columbine High School) resulted from perpetrators getting their weapons from their own family members.

If we intend to seriously address the problem of gun violence within the community, first and foremost we need to address *how* individuals are acquiring guns to commit their crimes. Supporting "Red Flag" legislation that requires more extensive background checks would be a good first step. In his classic research addressing positive group contact and cooperation, Gordon Allport (1954) described the value of positive contact, interdependent relationships and superordinate goals. In order for intergroup contact to be effective in reducing conflict and prejudice, four conditions must exist within the community: Equal status; cooperation; goals that are mutually beneficial; and institutional support (see figure A).

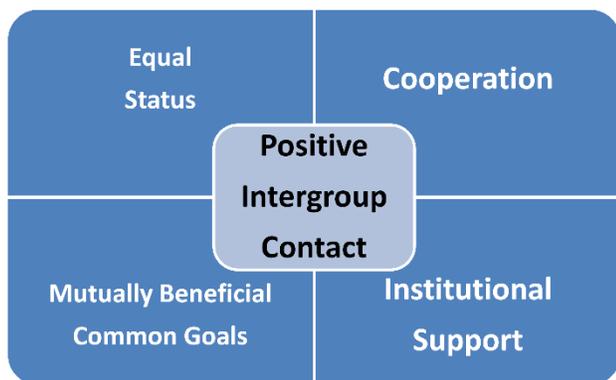


Figure A: Allport, G. (1954). *The nature of prejudice*. Reading, MA: Addison Wesley.
The Components of Positive Intergroup Contact

A great way to debunk invalid and negative ethnic stereotypes that have been identified as a contributing factor to violence is to open the channels of communication and begin talking to one another. Isolation and groups that ultimately become polarized from one another contribute to the demonization process that can often lead to violence that is directed to refugees, immigrants and underserved groups in general. Communities that provide increased opportunities of intergroup contact, engagement and collaboration can help improve communication and understanding among ethnically diverse groups and ultimately reduce potential conflict and violence (Al Ramiah & Hewstone, 2013). For example, community gardening programs and green spaces are increasingly becoming viewed as an essential community resource for immigrant and refugee populations that can promote health and resilience that provides an opportunity of engagement and communication with other community members (Hartwig & Mason, 2016). Becoming aware that the problem of gun violence is not simply an abstract "legislative issue" but rather a community issue that we all need to be proactive in addressing is the first step in addressing this serious problem.

Author Information

August John Hoffman is a Professor of Psychology at Metropolitan State University. He can be contacted at:

August.hoffman@metrostate.edu

References

- Allport, G. (1954). *The nature of prejudice*. Reading, MA: Addison Wesley.
- Al Ramiah, A. & Hewstone, M. (2013). Intergroup contact as a tool for reducing, resolving, and preventing intergroup conflict. *American Psychologist*, 68(7), 527-542.
- Hartwig, K. A. & Mason, M. (2016). Community gardens for refugee and immigrant communities as a means of health promotion. *Journal of Community Health*, 41, 1153-1159.
- Patterson, J. & Densley, J. (2019, August 9). Our data unveiled four commonalities of shooters. *Star Tribune*, Opinion section.

Regional Network News

Edited by Christina Smith, University of Chicago and National Louis University – Regional Network Coordinator

News from the Western Region U.S.

WEST REGIONAL COORDINATORS

Greg Townley, Portland State University; Mariah Kornbluh, California State-Chico; and Rachel Hershberg, University of Washington-Tacoma

West Region Meet-Up at the SCRA Biennial

The West Region was well-represented at the 2019 SCRA Biennial Conference with over 150 presenters from academic settings, organizations, and communities in Alaska, Arizona, California, Colorado, Hawaii, Idaho, New Mexico, Oregon, and Washington. We were very happy to be able to join together as a region over lunch on Friday, June 28, where we welcomed new members and discussed plans for the 2019 Community Research and Action in the West (CRA-W) conference hosted by Portland State University (see details below).



2019 CRA-W Announcement

We are excited to announce the 2019 Community Research and Action in the West (CRA-W) conference hosted by Portland State University in Portland, OR on Friday, October 25, 2019. Our conference theme is *Bridges not Walls: Connecting Communities through Research and Action*. This conference is organized annually by graduate students and faculty in the region as a means for sharing research in progress, reflections on community research and action projects, dialogues on contemporary issues in social research, and issues of diversity and social justice. Please see the conference website for the call for proposals and registration instructions (<https://sites.google.com/view/cra-w2019/home?authuser=0>), and email us with any questions at NWEConference@gmail.com. We look forward to seeing you at the conference!

News from the Midwest Region U.S.

MIDWEST REGIONAL COORDINATORS

Melissa Ponce Rodas, Andrews University; and Tonya Hall, Chicago State University

“Hey, Midwest SCRA! You Are Looking Good!”

Written by Tonya Hall, Chicago State University

You may be wondering about what is currently occurring with SCRA in the Midwest. SCRA members in the Midwest U.S. Region are currently progressively and successfully conducting their work focused on SCRA community psychology tenets and domains of activity including practice, research, policy, and education (<https://www.scra27.org/who-we-are/scra-strategic-plan/>). Moreover, they are keeping other members and the public abreast to and addressing the issues important to society. In addition, SCRA members are actively networking, collaborating, and socializing with one another! We are family even when gently taking social action via educational

opportunities to admonish one another in an effort to spur change and heal past hurt among members so they we may continue to grow and flourish in a positive cohesive direction while taking heed to who we are and what we stand for such as celebrating culture, reducing oppression, fighting for social justice, working for empowerment, preventing harm, and honoring human rights

(<https://www.scra27.org/what-we-do/what-community-psychology/>).

For example, the Society for Community Research and Action (SCRA, Division 27 of the American Psychological Association) 17th Biennial Conference, *Making an Impact: Ecological Praxis: System Complexity, Cycle of Action, and Extending our Metaphors with the Natural World*, was held at National Louis University in Chicago, Illinois on June 26 through June 29, 2019. It was well attended with just over 900 conference presenters and attendees including community members and those not affiliated with community psychology but wanting to know about the field. Researchers offered presentations, symposia, round tables, and poster sessions that reflected their work including various collaborations.

Kudos to the many students who presented outstanding research presentations and posters! SCRA attendees also participated in social events during the Biennial such as a tour of the Art Institute of Chicago exhibit of Manet's late works, dinner off campus, and an array of small group engagements for lunch and in classroom after presentations of those conducting similar work.



Picture #1: SCRA Midwest Representatives

Are you a SCRA member who resides or works in Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, or Wisconsin and missed having lunch and checking in with your SCRA Midwest representatives and newly elected Regional Network Coordinator (See Picture # 1) as well as other SCRA members from the Midwest (See Picture #2) at the Biennial brown bag networking session, *An Informal Gathering with the SCRA Midwest Regional Coordinators* on Wednesday, 6/26/19 at 12:00? If so, contact Tonya Hall (thall26@csu.edu) and let us Coordinators know about your goals and accomplishments in community psychology so that your work may highlighted as well.



Picture #2: SCRA Members from the Midwest

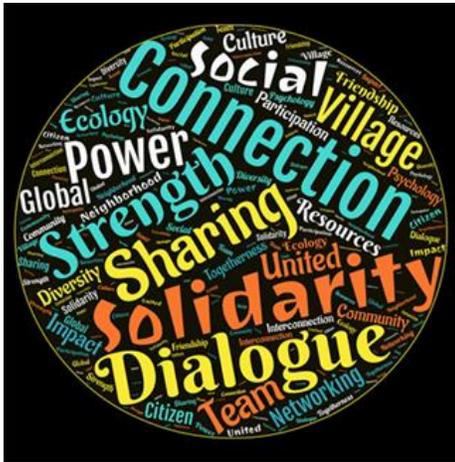
If you missed presenting your work at the Biennial or have new research findings to share, then the Midwest is exactly where you want to be! Both the 43rd Midwest ECO and SCRA-affiliated meeting as a part of the 92nd Midwestern Psychological Association conferences are currently accepting conference proposal submissions.

Midwestern Eco Conference 2019

The Midwestern ECO Conference invites you to engage in dialogue around your research, evaluation, theoretical, and action projects at our 2019 event *Strengthening the Village: The Global Implications of Social Solidarity*.

Location: National Louis University, Lisle Campus

Dates: October 18-19, 2019



This is a graduate student run conference, hosted by National Louis University, that is designed to encourage dialogue among all related to the work of community psychology, whether students, practitioners, research scientists, community partners, and those from allied disciplines. This conference is designed to promote critical dialogue about and within the field to explore our varied roles as community change agents. While not all of our community psychology engagement is global, it all has global implications. Therefore, the conference theme of Strengthening the Village: The Global Implications of Social Solidarity asks groups to connect their diverse interests to our sense of togetherness and universality.

Special priority will be given to the following topics:

- The Sharing of Power
- Indigenous Resources
- Citizen Participation
- Social Justice/Activism
- Critical Reflexivity
- The Radiating Impact of Community Work

All sessions will be designed using a village dialogue circles format. This format involves a 45-minute session around topics where the lead will facilitate using set questions as needed. Presenters are asked to give a brief introduction and encourage open-ended deliberative discussion with

attendees. You may use this space to discuss research ideas, present findings, explore new topics, and many other ideas you may have.

The Midwestern Eco Conference will provide an additional opportunity to submit to engage in Ignite Poster Sessions. The goal of this innovative poster session is to allow attendees an opportunity to learn about a variety of topics in a short period of time. It also allows presenters the opportunity to engage with people who might not have otherwise visited their poster. Essentially, the ignite poster sessions have attendees clustered evenly in front of each poster. Each presenter is given five to seven minutes to present their poster and two minutes for Q&A. A bell is rung, and the groups move to the next poster. The rotation schedule allowed all the attendees to hear about all the posters. Presenters are encouraged to bring a handout or fact sheet to help with questions and contact information.

Accepting Applications for Midwest Coordinators

SCRA Midwest is currently accepting applications for SCRA Midwest Regional Coordinators (RCS) and SCRA Midwest Student Regional Coordinators (SRCS). If you are interested in volunteering for one of these positions, feel free to contact Tonya Hall.

Research Council

Edited by Chris Keys, DePaul University

SCRA Research Council Selects the Second Scholar Cohort

Written by Chris Keys, DePaul University

The SCRA Research Council has been focused both on recruiting, reviewing, and selecting the second cohort of SCRA Research Scholars and on taking part in the SCRA Biennial in ways that

promote the research capacity of SCRA and our members. By way of background, the SCRA Research Council was founded in 2017 and decided a good way to begin supporting community research would be to help untenured community psychology faculty enhance their research programs and become tenured. Such scholars may become tenured faculty, contribute to community research literature, and mentor future scholars for decades to come. In winter 2019 the SCRA Executive Committee (EC) committed \$5,000 to support two Scholars, a 50% cut compared to 2018 as part of the Society's financial cutbacks. In addition to modest financial support for two Scholars, all Research Scholars receive mentoring assistance from one or more accomplished senior researcher(s) in community psychology. The Research Council is delighted to announce the outcome of the 2019 cycle of Research Scholar applications and their review. Council members carefully considered the large number of talented applicants who submitted their materials this spring. Then the Council selected five very promising assistant professors in community psychology graduate programs or programs including community psychology that are featured in this column to be in the second cohort of SCRA Research Scholars.

To introduce the readers of *The Community Psychologist* to this noteworthy 2019 cohort of Research Scholars, here are a brief biography and a short account of each Research Scholar's plans.



**Sara Buckingham,
University of Alaska
Anchorage**

Dr. Sara Buckingham is an Assistant Professor at the University of Alaska Anchorage primarily appointed to the Clinical-Community Psychology

PhD Program. She earned her PhD in the Community and Clinical tracks of the Human Services Psychology Program at the University of

Maryland Baltimore County. Dr. Buckingham's program of research centers on how communities and systems shape acculturation. She examines how people navigate acculturation in context and its impacts on their multidimensional wellbeing. Her work is largely with international migrants, and extends to groups whose cultures have been forcibly suppressed through systemic efforts, such as colonization. Dr. Buckingham aims to identify and support the development, implementation, and evaluation of policies and programs that support inclusion of multicultural community members, as opposed to tolerance or mere integration.

Dr. Buckingham will work with her mentor to establish a faculty development plan that will support her progress towards tenure. Through the fellowship, Dr. Buckingham will: strengthen her research collaborations by developing national and international research partnerships; increase the visibility of her work by disseminating her research effectively in scientific circles and with the public; and, cultivate her leadership by effectively mentoring a diverse team of future community psychologists and collaborating with community partners.

Over the course of the fellowship, Dr. Buckingham will work on three community-engaged action research projects: *The Native Cultural Identity Project*, an NIH-funded pilot test of an Elder-led program designed to support Alaska Native university students' cultural identity development and emotional/behavioral health; *Working Alongside Refugees in Mental Health*, an Alaska Community Foundation-funded project aimed at increasing forced migrants' access to culturally-congruent, linguistically-appropriate, evidence-based mental health care via an innovative provider network; and *Untapped Talent*, a collaborative project with the municipality of Anchorage examining inclusivity of migrants throughout the city and ways to improve inclusion.



Simon Coulombe, Wilfrid Laurier University

Dr. Simon Coulombe is an Assistant Professor in Community Psychology at Wilfrid Laurier University, Ontario, Canada. He was trained as a community psychology researcher at Université du Québec à

Montréal, Québec, Canada, where he developed expertise at the intersection of community psychology with positive and environmental psychology. At Laurier, he is the director of the Flourishing Communities Research Group (FCRG), part of the Centre for Community Research, Learning and Action. The FCRG includes approximately 20 undergraduate and graduate students working under his supervision. He is passionate about mentoring students, fostering their engagement in community psychology, and supporting their learning needs and aspirations. Dr. Coulombe is still learning how to best balance that mentoring work with the necessities of growing his research program.

The studies of his research program are diverse, but they share three overarching goals: 1) understanding better how people with a variety of experiences and identities (e.g., people with mental health issues, LGBTQ+ individuals, newcomers' families, people in public housing) conceptualize their positive wellbeing as well their individual and collective projects (i.e., personal/community aspirations); 2) mapping out the socio-physical conditions (e.g., school/workplace, housing/community, mental health/social service environment) that present barriers and facilitators to wellbeing and projects; and 3) exploring how people develop their resilience and resistance to such barriers. Although Dr. Coulombe's research is growing and provides a comprehensive perspective on wellbeing, it is currently very eclectic, and this prevents his work from achieving the most positive impacts for individuals and communities. His main project as a SCRA Research Scholar is to narrow down the scope of his research, by developing a

solidified program, supported by an integrated framework that he will develop with the support, feedback and suggestions from his mentor. He wants to thank the Research Council and his mentor for this very exciting, unique opportunity!



Mariah Kornbluh, University of South Carolina

Dr. Mariah Kornbluh is an Assistant Professor in Clinical-Community Psychology at the University of South Carolina. She earned a Ph.D. in Ecological-Community Psychology

from Michigan State University, and held a postdoctoral position at the University of Wisconsin-Madison in the School of Human Ecology. Dr. Kornbluh employs innovative mixed-methods and community-based research to examine factors promoting young people's health and wellness, as well as to document key leverage points for meaningful community engagement in systems, services, and settings that promote health equity. Her research has been funded by the State of California, Spencer Foundation, the SCRA Policy Council, as well as the SCRA Council on Educational Programs.

During the course of her appointment as a Research Scholar, Dr. Kornbluh plans to: 1) explore the ecological landscape of her new community, and 2) apply for multi-year grant funding. Relocating to the southeast, Dr. Kornbluh will be working to connect with stakeholders and young people that serve children and adolescents in order to form long-term partnerships. This also includes developing new partnerships with community psychology faculty within the region, as well as partaking in regional events. Dr. Kornbluh also plans to apply for grant funding focused on training and early career development (NIH K Early Career Award, or William T Grant Scholars). Specifically, she hopes to develop skill sets in new methodologies (i.e. GIS mapping, Longitudinal

Social Network Analysis) in order to examine the impact of community factors on young people's psychological and physical health, as well as the role of social support networks, civic participation, and empowerment in addressing psychological and physical health disparities. A team of mentors will assist her with different aspects of this work.



**Victoria Scott,
University of North
Carolina Charlotte**

Dr. Victoria Scott is an applied, interdisciplinary social scientist in community psychology, clinical psychology, and business administration. A faculty member of the Community Psychology Program at UNC

Charlotte, she concentrates on improving systems to promote health and equity and thus wellness.

Dr. Scott joined SCRA in 2007 and worked closely with SCRA members to advance community psychology. She co-founded of the *Global Journal of Community Psychology Practice* and co-edited *Community Psychology: Foundations for Practice* (Scott and Wolfe, 2015) to expand the literature for community practitioners. In 2013-2016, she served as Administrative Director of SCRA, leading a 10-month, intensive strategic planning effort. One result of the strategic plan was the development of SCRA's Research Council. Currently, Dr. Scott is co-authoring the 4th edition of *Community Psychology: Linking Individuals and Communities* (Kloos et al., 2012).

Dr. Scott's contributions to community psychology were recognized with the *SCRA Early Career Award* and the *Don Klein Publication Award to Advance Community Psychology Practice* in 2015. In 2017, Dr. Scott and her colleagues received the *American Evaluation Association Outstanding Evaluation Award* for their evaluation of a national community health capacity building initiative.

As a continuing Research Scholar from Cohort 1, Dr. Scott will continue to work with a senior

community psychology faculty member. The second year of mentorship will focus on "stretch opportunities" (i.e., activities that provoke discomfort in the interest of growth and social progress). One specific "stretch" goal for her is to meet with congressional staffers to bring her research on workplace lactation support to policy makers to advance public support for breastfeeding. This goal reflects Dr. Scott's fervent commitment to promoting health equity by connecting research with practice/policy.



**Guillermo Wippold,
University of South
Carolina**

Dr. Guillermo M. Wippold received his PhD in Counseling Psychology from the University of Florida (UF). His dissertation examined the associations

of perceived socioeconomic status, perceived stress, resilience, and health-related quality of life among urban adults. At UF he worked to develop and implement health promotion interventions grounded in a community-based participatory research framework with various communities, including African Methodist Episcopal Churches and YMCAs. At UF, Dr. Wippold also served as Clinical Co-Director of Equal Access Clinic Free Therapy Night, an after-hours volunteer clinic that provided free mental health services to uninsured and underinsured individuals. He then completed his internship at the University of Kansas Medical Center (KUMC). At KUMC, Dr. Wippold dedicated a significant portion of his time to providing mental health services to underserved individuals, including individuals in rural Kansas and individuals enrolled in a Ryan White program. He also provided mental health services at clinics serving low-income individuals in underserved areas of Kansas City.

In fall 2018, Dr. Wippold started a position in the Clinical-Community Psychology program at the University of South Carolina (UofSC). While at the UofSC, he has established partnerships with the

South Carolina Community Health Worker Association (SCCHWA) and the South Carolina Free Clinic Association (SCFCA). He is currently working on a project with the SCCHWA that seeks to improve preventive health behaviors among African American men in South Carolina. Additionally, in fall 2019 he is beginning a project with various member clinics of the SCFCA to investigate the personal and contextual factors associated with health-related quality of life among users of the clinics. Those factors will then serve as a basis for a tailored, health-related quality of life intervention among uninsured individuals. He is excited to play a role in helping to empower underserved individuals in his community and nationally to take charge of their health.

Congratulations to these five SCRA Research Scholars! We wish them a generative and productive Scholar experience. The Research Council very much appreciates the support of SCRA and the senior members of our field who are serving as mentors!

Next spring the Research Council is planning to conduct another application cycle for the 2020 Research Scholars. Watch for announcements on the SCRA listserv in late winter regarding this opportunity.

SCRA Research Council Reaching Out at the Biennial

Written by Chris Keys, DePaul University

At the Biennial Conference Research Council members reached out to provide other opportunities for community psychology researchers and to connect with others in SCRA. Jack Tebes organized a session on “Navigating the Promotion and Tenure Process”. Participants discussed this critical process with roundtable members from the Research Council. Nicole Allen, Fabricio Balcazar, Dina Birman, Andrew Case and Lauren Cattaneo offered their insights. Following up on a suggestion from Yolanda Balcazar, Chris Keys and Nicole Allen organized a session on

“Competing Effectively for Grant Support”. Carl Hill from the National Institute of Aging, Roey Ahram from the Spencer Foundation and Shabnam Javdani from NYU shared their cogent perspectives on seeking external funding from federal and foundation sources. Each of these sessions will be the basis for TCP pieces on these two topics. Third, Fabricio Balcazar took part in formal mentoring efforts with a focus on sustaining mentoring beyond the Biennial. The Council held an open meeting and discussed ideas for new programs and initiatives. Finally, Chris Keys took part in the Council of Education preconference planning retreat, and Noelle Hurd will be the liaison between the two Councils. Presently, the Council is considering the ideas raised for new directions and looks forward to some fresh initiatives to provide further support for the research programs of SCRA members in the not-too-distant future. If you would like to be in touch regarding the Research Council and our work, please contact me at ckkeys@depaul.edu.

Advice from the SCRA Research Council Grant Making Workshop

Written by Nicole E. Allen, University of Illinois

The SCRA Research Council had a number of fora at the 2019 Biennial Conference to support the professional development and success of junior scholars in our field. One such session focused on pursuing and securing grants. We had three speakers. Two spoke from the funder side and one from the grant recipient side: Carl Hill from the National Institute on Aging (NIA) of the National Institutes of Health (NIH); Roey Ahram from the Spencer Foundation; and Shabnam Javdani an Associate Professor from New York University. All panelists shared pearls of wisdom and provided attendees with great food for thought regarding the grantmaking process. Here is a brief summary of what they shared, collectively.

1. Talk with *at least a few* program officers in different funding programs. Talking with program officers gives you an idea of where your idea fits, particularly within large funding entities like the NIH. Dr. Hill emphasized that you need not take all the advice from program officers as you share your preliminary ideas, but that this process will guide the development of your research project and help you find the right funding mechanism and source.
2. Find the resources available to develop your grantmaking skills. For example, Dr. Hill mentioned the [Butler-Williams Scholar's program](#) for early career scholars. As part of this program one spends a week at the NIA and participates in the scientific review process. This provides broad exposure to the types of scientific questions being posed and reviewed by the NIA.
3. Find mentors and senior collaborators. Dr. Hill emphasized collaboration with other scholars and seeking the support and guidance of mentors to identify funding sources and to pursue them. Including senior collaborators may strengthen your application and you can consult with your department chair regarding the ways in which this will be viewed in the promotion and tenure process.
4. Make your case! Dr. Ahram said to make the strongest case you can for your project and to answer the question, "Why should we care?" He emphasized that you have to "dig deeper" to make this case. All the topics proposed to the funder are worthy and interesting. What is it about your proposed work that is particularly important and will advance your field of study?
5. Ensure that your methods are adequate and appropriate to your questions. Make sure you do not have a mismatch between what you have proposed and how you propose to study it. A grand idea without a method to match is likely to fall flat.
6. Keep in mind that generalists may be reviewing your proposal. This may vary from funder to funder but ensure that you are writing in an accessible way that is not mired in jargon that only field insiders will understand. The proposal has to be at once specific enough to push the field forward, but accessible enough so that generalists can appreciate and evaluate the contribution.
7. Create alignment throughout your proposal. There is limited space to make your case so be sure that all sections are clearly tied into one another. The reader should be able to clearly follow your specific aims, research questions, and the proposed methods to address each.
8. Look for a variety of funding opportunities. Dr. Javdani shared that one of her first grants was from the Office of Juvenile Justice and Delinquency Prevention (OJJDP) as part of a systematic evaluation of youth programming. This was a smaller grant but is somewhat easier (relatively speaking) to get than a grant through NIH, for example.
9. Be in the know about grant cycles and requests for proposals (RFPs). Sign up for regular email alerts from potential funders. For example, you can subscribe [here](#) to receive notices about forthcoming funding opportunities from the National Institute of Justice (NIJ): <https://nij.ojp.gov/funding/forthcoming>.
10. Get familiar with the different types of awards that are possible. Within NIH, for example, [there are R01, R03, R21...and different types of K awards](#). The Spencer Foundation has different funding mechanisms including [field-initiated awards](#) for specific research projects, but also a million dollar [Lyle Spencer Research Awards](#) to Transform Education for rigorous, high quality and ambitious projects that advance the Foundation's mission.
11. Make the search for grants a weekly activity built into your standing appointments. Rather than wait for the summer or breaks or when there is time, create a regular habit of reviewing and seeking grant opportunities.
12. Cultivate relationships with community partners in advance of grant seeking. The pursuit of the grant sometimes follows naturally from the formation of the partnership.
13. Be aware of sub-awardee opportunities including, for example, a minority supplement (NIH) or early career opportunities.
14. Be persistent and methodical! When you are rejected the first time, incorporate feedback and apply again (when permitted).

15. "You can't get funded if you don't apply!" Seek support and go for it!

We appreciated all our panelists for their insights and wish you all the best as you pursue funding to support your important research!



Self Help and Mutual Support Interest Group

Edited by Thomasina Borkman, George Mason University and Ronald Harvey, American University in Bulgaria

Greetings and Introduction from the New Chair

Written by Ronald Harvey, American University in Bulgaria



I am happy and honored to accept the chair duties of the Self-help and Mutual Support interest group. Tehseen Noorani has been instrumental in keeping the group alive and well over the past two years. I want to thank him

for his service. I also wish to thank the members of the group for your continued interest and participation!

I would like to take this opportunity to introduce myself and my experiences doing research on self-help groups (SHGs) in Bulgaria.

I received my PhD in Community Psychology at DePaul University, Chicago, in 2014. My mentor and advisor is Lenny Jason. I did my U.S. research with residents of Oxford House (OH), which is a type of self-run recovery home (www.oxfordhouse.org). OH's are for people who

wish to remain abstinent from illicit drugs and alcohol. OH's have no professional staff to run them and are small scale—typically 8 same-sex individuals living in an ordinary rented house located in middle class communities. Everyone pitches in equally on house chores and pays their fair share of the rent, making OHs far cheaper than many other kinds of interventions (Olson et al., 2006). All decisions affecting the house must be made democratically, including decisions on selecting and removing residents. Residents are required to participate in a self-directed recovery program, and any use of illicit drugs or alcohol means immediate expulsion from the house. So long as residents meet these requirements, they can live there as long as they wish.

There are currently over 2,500 OH's operating in the United States providing over 20,000 beds (Oxford House Inc., 2019). These homes have been created not only for men and women, but also for residents with children, people with HIV, veterans, trans-gender individuals, and Spanish and hearing-impaired (Oxford House Inc., 2019).

OH's are heavily influenced by and depend on the existence of SHGs, particularly Alcoholics Anonymous and Narcotics Anonymous, but are not directly affiliated with any SHGs. The founders of OH were members of these 12-step groups. The vast majority of OH residents attend SHGs as part of their recovery; about 45% of OH residents use some form of therapy or counseling in addition to SHGs (Oxford House Inc., 2019).

I am a Cold War kid, and I always wanted to work internationally and in former Communist countries in Eastern Europe of which Bulgaria is one. Through a series of random (but fortuitous) connections, I met a group of substance abuse treatment professionals in Bulgaria whilst on an extended summer holiday in 2007. I asked my Bulgarian colleagues about the state of SHGs in Bulgaria. My impression was that the social work-oriented treatment professionals in Bulgaria recommended SHGs to their clients, whereas others who were more clinically oriented tended to view SHGs with skepticism. Most treatment facilities used basic SHG principles as part of their

group work, but in the public sphere, SHGs were still rather underground. There were some religious- and work-based sober living homes in Bulgaria (<http://www.retobulgaria.org/>) and some informal sober group living arrangements.

With the support of my Bulgarian collaborators, we decided to investigate the feasibility for creating OH-like settings in Bulgaria. I did two Fulbright research projects in Bulgaria: first in 2009 during the third year at DePaul as a Fulbright U.S. student (www.fulbrightonline.org), and in 2016 as a Fulbright scholar. The first project in 2009 was a 10-month project to perform a needs assessment and to determine what were the “essential ingredients” for creating and sustaining an OH anywhere in the world (Harvey, Mortensen, Aase, Jason, & Ferrari, 2013). These essential ingredients were: 1) housing; 2) residents willing to live together under the OH guidelines; 3) jobs and income for residents; 4) institutional support from local and federal governments; and 5) community support – not only from immediate neighbors, but also support from SHGs like AA or NA. Later I added a sixth ingredient: providing early, on-site leadership and guidance for starting houses to gain critical mass for sustainability. The 2016 Fulbright was a five-month project to document the steps needed to actually create an OH in Bulgaria.

When I was traveling through Bulgaria to talk to SHG members and treatment professionals, almost everyone we met in Bulgaria wished my project “good luck!” – meaning they thought it was a good idea but were skeptical. I was fortunate to meet with the leaders of the treatment program “Open Your Eyes,” an Orthodox Christian-based therapeutic community for drug treatment at St. Boris Church in the Asparuhovo region in Varna, Bulgaria (<http://otvoriochi.org/>). They also wished my project “good luck!” but they *actually wanted to create* an OH as a community-reintegration piece! Suddenly, my short five-month research project became an implementation project. I asked for and was granted a three-month extension with the generous support of the Bulgarian Fulbright Commission. We started an online fundraising campaign and raised \$2,500 to pay for initial costs

that would normally be paid for in the USA in a Revolving Loan Program (Oxford House Inc., 2019). We also translated into Bulgarian a version of Oxford House manual.

In keeping with the participatory action research (PAR) recommendations in Borkman & Schubert (1994), we spoke to five former residents from “Open Your Eyes” who had or were about to complete their 9-month on-site treatment program. Two of these residents agreed to live in the house and volunteered to help select housing and furniture. We contacted a local property owner and selected a small, but comfortable cottage near the treatment site. We estimated rent, living expenses, and selected furnishings for the house. These residents nominated two additional recruits for the OH, and we interviewed them as a group. We also discussed and clarified ideas behind the OH model. These four residents asked me to act as an adviser and non-resident voting member as needed. Using the \$2,500 funds, together we selected furniture and appliances, and prepared the house for move-in.

The residents named their house “Pioneer House,” which opened on August 1, 2016 with four male residents ranging in age from 26 to 33 years old, abstinence was four days to three months. All the residents were native Bulgarians who were employed, spoke at least basic English, and had graduated together from the “Open Your Eyes” 9-month program. All the residents agreed to follow the basic premise of the OH model: all house maintenance and expenses are to be shared among the residents; all residents are required to be free from alcohol and illicit drugs; and all decisions must be made democratically. However, none of these first four residents wanted to attend the few SHGs available in Varna, thus severely limiting the social resources available to them. This proved to be a crucial factor later in the project.



Picture 1: Opening ceremonies of Pioneer House with community partners and residents, Varna, Bulgaria.

After two months of relatively smooth operations, we were unable to fill empty beds: one because of relapse, and one as a voluntary return to the resident's family. My Bulgarian collaborators and I could not convince local Bulgarians in treatment to even consider moving into Pioneer House in spite of the low cost, even when these potential residents knew they were going to return to a high-risk environment ranging from homelessness to friends and family who used alcohol or drugs. This revealed two important cultural differences between the USA and Bulgaria: in the U.S., contractual obligations in an OH agreement seem to offer an adequate level of assurance for relative strangers to live together in relative confidence. Friendships form in U.S. Oxford Houses later on, and in fact is the strongest factor in house retention and positive outcomes (Jason, Light, Stevens, & Beers, 2014). In Bulgaria, a relatively strong relationship and personal trust must be established *before* residents are willing to live together. The idea of living with unknown and untrusted strangers is not a realistic option in Bulgarian culture, even if the alternatives may be hostile to recovery.

The second major difference: U.S. and Bulgarian culture regarding SHGs and recovery are striking. In Bulgaria, SHGs are in their infancy. Twelve-step groups started in Bulgaria only after Soviet premier Mikhail Gorbachev's *glasnost* or "openness" policies came to Bulgaria in 1989. Prior to this, all non-government community organizations were illegal. Even then, the first AA

service convention was held in Bulgaria in 2017. Sofia, the capital and largest city in Bulgaria of 1.3 million, has about 30 meetings of AA, NA, and AI-Anon per week. In contrast, there are over 4,000 weekly meetings in the Chicago metropolitan area.

Unfortunately, we decided to end the Pioneer House project at the end of January, 2017. We could not fill out empty beds and the remaining residents preferred to live elsewhere. My PAR in Bulgaria continues, and we have thought of ways to perhaps overcome the limitations of OH-like settings here to include mandatory attendance at SHGs or to use improv comedy techniques to increase trust among potential residents.

My experience in Bulgaria made me realize how mainstream and influential SHGs are in America and how SHGs positively affect cultural attitudes towards recovery. After all, we elected (twice) a president (George W. Bush) who admitted openly to past drug and alcohol problems. Our entertainment features characters who are in struggling with and overcoming addictions, such as *House of Cards*, *Flaked*, *This is Us*, and *Intervention*. These positive attitudes – that recovery is *possible, desirable, and that good things happen afterwards* – is a great lesson from SHGs that currently does not exist in Bulgarian mainstream culture.

It is these kinds of insights about the impact of SHGs that makes me a committed international community psychologist. I believe that doing international work is one of the best ways to reveal and understand hidden contexts that we think we know, and to learn about how SHGs positively affect long-standing cultural attitudes.

Towards that end, I have reached out to my contacts throughout Eastern Europe to invite members of self-help and mutual support groups to participate in our quarterly calls, or to submit a column to the TCP and tell us about their experiences. I would like to encourage all of you to do the same! Please feel free to contact me at selfhelp.ig@scra27.org, or the entire group at selfhelp@scra27.org.

References

- Borkman, T., & Schubert, M. (1994). Chapter 2. Participatory action research as a strategy for studying self-help groups internationally. *Journal of Prevention & Intervention in the Community*, 11(1), 45-68.
- Harvey, R., Mortensen, J., Aase, D., Jason, L., & Ferrari, J. (2013). Factors Affecting the Sustainability of Self-Run Recovery Homes in the United States. [Journal]. *International Journal of Self-Help & Self-Care*, 7(1), 99-109.
- Jason, L. A., Davis, M. I., & Ferrari, J. R. (2007). The need for substance abuse after-care: A longitudinal analysis of Oxford House. *Addictive Behaviors* 32, 803–818.
- Jason, L. A., Light, J. M., Stevens, E. B., & Beers, K. (2014). Dynamic social networks in recovery homes. *American Journal of Community Psychology*, 53, 324-334.
- Moos, R. H. (2008). Active ingredients of substance use-focused self-help groups. *Addiction*, 103(3), 387-396.
- Olson, B. D., Viola, J. J., Jason, L. A., Davis, M. I., Ferrari, J. R., & Rabin-Belyaev, O. (2006). Economic costs of Oxford House, inpatient treatment, and incarceration: A preliminary report. *Journal of Prevention & Intervention in the Community*, 31(1-2), 63-72. doi: 10.1300/J005v31n01_06
- Oxford House Inc. (2019). Oxford House, Inc. Annual Report Fiscal Year 2018. Silver Spring, MD: Oxford House, Inc.



Student Issues

Edited by Joy Agner, University of Hawai'i at Mānoa and Erin Godly-Reynolds, University of North Carolina Charlotte

This column presents a message to student members from the incoming and outgoing student representatives.

SCRA Transitions

Written by Camilla Cummings, DePaul University



Hello SCRA student members!

I am excited to be joining the SCRA Executive Committee as the 2019-2021 Student

Representative, and am writing to introduce myself and my goals for this position. I am a fourth-year doctoral candidate in the Clinical-Community Psychology program at DePaul University in Chicago. My research interests include housing interventions for individuals currently or at-risk of experiencing homelessness, policies and systems that serve homeless persons, and equity issues within housing and homelessness. My clinical work focuses on treatment and recovery interventions for individuals with Post-Traumatic Stress Disorder (PTSD) and co-occurring alcohol or substance use disorders. I work under the supervision of Dr. Molly Brown.

My goals as the Student Representative are well aligned with the current initiatives Erin and Joy have been focusing on, which are to:

- Facilitate initiatives to support students through student research grants (i.e., thesis and dissertation grants) and travel awards. It is deeply important to support the work of student scholars through these mechanisms to reduce barriers to meeting their professional goals.

- Amplify the voices of community psychology students through *The Community Psychologist* student columns, and advocate for student priorities on the Division 27 Executive Committee.
- Expand the visibility of community psychology through the use of social media to include diverse stakeholders (e.g., activists, students, community members, community practitioners, and interdisciplinary scholars). I also hope to better highlight the work of students!
- Foster a welcoming and supportive student community by recruiting student members as well as organizing and participating in networking and mentoring events at Biennial conferences. It is my priority to cultivate a community that celebrates aspects of individual diversity and strengthens the shared commitment to the values of community psychology. In this role, I am striving to embolden the genuine participation of all student members.

I am so thankful for the opportunity to learn more about the work graduate students are doing, advocate on their behalf, and celebrate their achievements. Please feel free to reach out at any time with ideas that you have about how SCRA can better support students or makes support more accessible. Please also contact the Student Representatives if you are looking to connect/network or for opportunities to engage more deeply with SCRA student initiatives. Erin Godly-Reynolds and Joy Agner, thank you for your service and your many accomplishments on behalf of community psychology students!

Reflecting on Two Years as a Student Representative, Mentoring at the 2019 Biennial, and Plans for Continued Involvement in SCRA
*Written by Erin Godly-Reynolds,
 University of North Carolina -
 Charlotte*



SCRA Students,
 Since August of 2017 I have had the pleasure of serving as one of your two student representatives

(SR's). During the first year of my tenure, I learned from and worked alongside Jaimelee Behrendt-Mihalski, who focused much of her time as SR revamping this position and components of our primary roles (e.g., the student research grant award, specifically the request for proposals and scoring rubric). In her *TCP* student issues column published in the fall of 2018, Jaimelee communicated our collaborative work through the end of my first year as SR, and if you're interested in running for SR I highly recommend [this article](#), which outlines the position as it has remained through the duration of my second year.

Therefore, instead of repeating an existent, comprehensive overview, I will highlight some of my favorite aspects of the position as well as the Mentoring Task Force work that I helped to initiate and then chose to focus on this past year. Finally, I will transition to SCRA mentoring programs and report some preliminary findings from evaluation data we collected from participants (i.e., mentors and mentees) in July via an online survey.

Student representatives are members of the Executive Committee (EC), and as such, participate in EC meetings and attend a yearly, three-day, in-person meeting, during which the upcoming year's SCRA budget is presented, debated, and passed. In addition, there are always two student representatives, whose tenures overlap by one year. The most enjoyable aspect of my experiences as SR were interacting and working with EC members and my fellow SRs, Jaimelee Behrendt-Mihalski and Joy Agner. I grew tremendously as a professional and colleague by collaborating on SCRA work with experienced community psychologists on the EC. I am grateful for the opportunities that this position provided for me to learn from Drs. Jean Hill, Jim Emshoff, Nicole Freund, Susan Wolfe, Yolanda Suarez-Balcazar,

Carolyn Tompsett, Dina Birman, Scot Evans, Melissa Strompolis, Nicole Allen, Noé Chávez, Susan Torres-Harding, and many others! A sincere thank you to all EC members' genuine enthusiasm for serving in informal mentoring roles for the next generation of community psychologists, such as myself. Finally, I thoroughly enjoyed working with graduate students at other institutions who share my passion for our field and who I met through my role as SR.

One of the main reasons that I ran for SR was to create more structured ways for SCRA members to continue and deepen relationships that often begin at conferences; thus, my closing thoughts pertain to two SCRA mentoring programs. First, thank you very much to everyone who was involved, specifically the Mentoring Task Force members, but also the Membership Engagement and Professional Development (MEPD) Committee members and the Council on Cultural, Ethnic and Racial Affairs (CERA) for their work throughout this two-year process. This work began by conducting a needs assessment. To meet members' reported mentoring and networking needs, we facilitated three mentoring programs; I chaired or co-chaired two of these programs' sub-committees. Because Dominique Thomas chaired the floating mentoring program sub-committee, the following summary focuses on the other two programs, which provided SCRA members with small group mentoring at the Biennial and one-to-one mentoring that will continue through June 2020.

Small Group Mentoring at the 2019 Biennial Conference

A very special thank you to our mentors (listed alphabetically below), without whom this program would not have been possible: Ramy Barhouche, Anne Brodsky, Louis Brown, Jim Cook, Jim Emshoff, Gloria Levin, Guadalupe Lopez Hernandez, Bradley Olson, Stephanie Reich, Nellie Tran, Judah Viola, Jen Wallin-Ruschman, Susan Wolfe, and Lindsey Zimmerman. These twelve mentors facilitated small group sessions for approximately fifty minutes during either breakfast or lunch and 165 SCRA members signed up online,

in advance, to attend as mentees. Examples of session topics included, "Getting a practitioner job" and "Engaging in research collaboration", and with only a few exceptions, topics were driven by needs assessment data.

After the conference, 51 participants (40 mentees and 11 mentors) completed an evaluation survey online. Overall, the feedback was mostly positive; for example, 95% of mentees who provided feedback reported that attending their small group mentoring session either somewhat or strongly supported their professional development, and 95% either agreed or strongly agreed that they would recommend that mentoring topic to be covered again at a future Biennial conference. Finally, 74% of participants who provided feedback either agreed or strongly agreed that the mentoring session met their expectations. Suggestions for improving the small group mentoring program at our next Biennial conference include creating a system to track who actually attended each session, which would prohibit walk-ins who did not sign-up in advance from attending and would document no-shows, and to group mentees based on their level of training (e.g., graduate students in one group and postdocs in another group) to increase the likelihood of conversation topics and questions being relevant and beneficial to all mentees in attendance.

Year-long (June 2019 – June 2020) Mentoring Program Updates and Next Steps

Even though we are just getting started with this program, I would like to wholeheartedly thank our mentors, who volunteered to provide mentoring for either one or two SCRA members this year; we were able to match 31 mentees with the following 18 mentors (listed alphabetically): Fabricio Balcazar, Ramy Barhouche, Noé Chávez, Jessica Drum, Erin Rose Ellison, Tiffeny Jimenez, Sharon Johnson-Hakim, David Julian, Ryan Kilmer, Pamela Martin, Katie McAuliff, Brad Olson, Eyllin Palamaro-Munsell, Crystal Reinhart, Toshi Sasao, Nellie Tran, Judah Viola, and Tom Wolff. In addition, I am extremely grateful to Katricia Stewart, a doctoral

student at Portland State University, for co-chairing the Year-long Mentoring Sub-Committee. I look forward to working with her and other committee members to support our program participants and evaluate our efforts this year in order to improve these mentoring opportunities and experiences for future cohorts. If you are interested in joining one of our mentoring sub-committees, please reach out to me directly.

In conclusion, over the course of my two years as SR I hope that I have adequately emphasized and communicated both the plethora of opportunities available to all students to get more involved in SCRA, as well as how experienced SCRA members truly welcomed and supported me! Your contributions are valuable, and we need students to participate in order to sustain our current work, innovate and pursue new endeavors, expand our reach, and deepen our impact! Thanks again to everyone with whom I had the pleasure of working with as an SR, and I look forward to continuing my service through other roles so I can collaborate with and learn from many more SCRA members in the future!



SCRA Member Spotlight

*Edited by Dominique Thomas,
University of Michigan*

The SCRA Member Spotlight lets us engage our members and highlight great work! Each issue we solicit submissions of accomplishments. We especially would like students, early career scholars, and practitioners to submit their accomplishments and work. Submissions can include but are certainly not limited to:

- New jobs
- Post-docs

- Promotions
- Thesis/Dissertation Defenses
- Newly published journal articles, books, chapters
- Podcasts, blogs, news items that are by or about you
- Certifications or other credentials
- Retirement
- Grants
- Awards
- Successful/ongoing projects
- New projects or community initiatives

If you are interested in submitting for the next issue, please click this [link](#) and fill out the form. We hope to hear from you!



From Our Members

Edited by Susan M. Wolfe, Susan Wolfe and Associates

Fan Activism and Community Psychology

*Written by Jennifer Fletcher,
Concordia University*

As the area of community psychology expands so does the need for different areas of research and interest in the field. Fan activism is a new area of interest that looks at how organized communities of fans come together to take action in promoting diversity, education and other focal community psychology topics. Fan activism is defined as groups of fans fighting to see a change in the world using their popular culture topic (Brough & Shresthova, 2012). These groups of fans are known as fandoms (Hellekson, 2018) and have been found to be socially and politically active (Brough & Shresthova, 2012). The largest fan activism movements are the Harry Potter Alliance,

which focuses on promoting education and equality through the stories of Harry Potter (thehpalliance.org/what_we_do, 2015) and The Racebending Movement which was formed over the live action *The Last Airbender* movie when the producers white-washed the cast. The group continues to push for diversity in Hollywood movies (racebending.com, 2019). Nerdfighters is another group that is fighting against inequality while taking action for diversity (nerdfighteria.com, 2019).

These fan activist groups are only a few of the organizations that use fandoms to create political engagement, promote activism, and bring awareness to social justice issues. The mission statement of SCRA is about promoting research and social action while empowering communities and their members (scra27.org, 2019). The goals of fan activism align with community psychology goals and SCRA's mission statement. Fan activism is a new area of research that should be studied through the community psychology lens as it can help further the mission of community psychology itself.

Please feel free to email me regarding this new topic idea for community psychology research at jenniferafletcher95@gmail.com.

References

- Brough, M. M., & Shresthova, S. (2012). Fandom meets activism: Rethinking civic and political participation. *Transformative Works and Cultures*, 10. doi: 10.3983/twc.2012.0303.
- Hellekson, K. (2018). The fan experience. In P. Booth (Eds), *A Companion to Media Fandom and Fan Studies* (pp. 65-77). Hoboken, NJ: John Wiley & Sons, Inc.
- Racebending Movement. (2019). Retrieved August 5, 2019, from <http://www.racebending.com/v4/about/>
- The Harry Potter Alliance. (2015). Retrieved November 7, 2018, from <https://www.thehpalliance.org/>
- The Nerdfighters. (2019). Retrieved August 5, 2019, from <https://nerdfighteria.com/>

Online Educational Resources: Our Journey to Becoming Agents of Change

Written by Jack F. O'Brien, Kaitlyn N. Ramian, Olya Glantsman, and Leonard Jason, DePaul University

The Journey

One barrier to pursuing higher education, as well as to raising awareness and growing the field of Community Psychology, is the exponentially increasing cost of textbooks. High quality online educational resources (OERs) are just one way to decrease the financial burden on students while also increasing awareness of and accessibility to the field by giving away pertinent knowledge to a wide range of audiences. The movement toward online educational resources is positively transforming the traditional classroom. Some of the benefits to students and instructors include free and easy access to information and the ability to continuously update the information in the text. This movement may also very well help the field of Community Psychology as it allows for greater dissemination of the Community Psychology-related information.

Two years following the grassroots crowdsourcing and solicitation process, the team ended up growing to over 50 authors and created 19 chapters that cover a wide variety of topics. [*Introduction to the Field of Community Psychology: Becoming an Agent of Change*](#) provides readers with an overview of the field, the methods and theories, frameworks for understanding communities, intervention and prevention strategies used by community psychologists, tools for creating change on multiple levels, and guidance on the various paths one can take as a community psychologist. In addition, there are chapter lecture slides and quizzes to assist students in learning, as well as for instructors to use in the classroom.

Since we did not have the traditional waiting time that a publisher requires for processing, we were able to pilot the textbook with two undergraduate classes at DePaul University in the

Spring of 2019. The invaluable feedback from the students allowed us to create improvements to the book's content (e.g., adding titles to the case studies and alternating embedded videos with links to outside video sources) and format while still amidst the publication process. It was our goal to ensure that the textbook would be enjoyable for students, and to educate them on the field in a way that was easy to engage with and understand. Because this is a free open-access resource we believe that anyone can start becoming an agent of change today with a simple click of a [link](#).

Biennial Conference Reception

The free, open-access Introduction to Community Psychology online textbook was publicly released on a rolling basis. After the nine month process of computer coding, editing, formatting, and revising, this team of over 50 individuals was elated to be able to unveil this *completely* free resource with the public at our very own Biennial Conference in June of 2019. We could not have asked for a better reception at National Louis in Chicago, Illinois.

During the many sessions that directly and indirectly centered around this textbook, we received many positive reviews, as well as encouragement from the members of the field. These sessions also prompted important discussions on themes such as inclusion and sustainability. Several individuals asked us to translate the book into other languages. A significant number of faculty and graduate students expressed interest in implementing this textbook in their upcoming courses. This response prompted much urgency to finalize the associated supplemental materials (i.e., PowerPoint Presentations and test banks). With help from the Vincentian Endowment Fund, we were able to create business cards and flyers which served to be beneficial promoting technique. However the session, unveiling the textbook itself, was a litmus test for the future use of the textbook, which appears to be very bright.

Following the conference, our team was successful in getting this innovative resource

adopted by several credible open access educational resource repositories, such as [MERLOT](#), [BCcampus](#), and [OER Commons](#). We are also happy to report that this textbook was linked within the Community Toolbox, and that our fellow SCRA members wrote a review of this book for the *Community Psychologist*. Rachel Storace mentioned that she posted information about our textbook on social media, and within a day, the [Facebook](#) post reached 1,157 people, was shared by 20, and was opened by 59 people. On Twitter, it reached 184 people. It was clear the information shared in the Windy City spread far and fast to others in our field and beyond it.

American Psychological Association Convention Reception

The symposium "The Future of Higher Education: An Exploration of Online Educational Resources" further assisted our pursuit to increase awareness of the importance of these types of resources and the visibility of our field. It was our intent to provide audience members with the historical background of the OER movement, advantages, methods to overcome potential shortfalls, as well as the avenue in which our team paved in order to achieve our current product.

This presentation attracted a wide array of professionals both from and outside of the field, including instructors, past-presidents of professional societies, and directors of programs. Many of the attendants, including one director of a Nursing program, came because they realize the new direction for education and want their program to use OERs. Topics around copyright laws brought meaningful discussion around the values of Community Psychology and the visibility of our field. At the conclusion of our time, we were proud to share a review of this textbook from an influential Community Psychology educator and an important contributor to the field's development:

"The authors and editors of this free online text make full use of the internet communication capabilities. This text brings together diverse and disparate perspectives, weaving together writers who

might not otherwise have the opportunity to work together. This is a community product drawing on expert researchers and practitioners who have expertise in their topics. The chapter authors reads like a 'who's who' in the field. The authors are recognizable among the experienced and among the newer contributors to community psychology. These partnerships make for a grounded but 'cutting edge' quality to the topics covered.

The process and the format for the text assume currency of content and the possibility of frequent updating. The time lag between writing and final text can be long. These online chapters have the advantage of a shorter delay between creation and 'publication.' In turn, readers on the internet have come to expect immediacy to what they read. This in itself makes the text appealing.

The cost of the text also makes for increased appeal. Free is a great price for students. This actualizes the Seymour Sarason's ambition for giving away community psychology expertise... This free online text has demonstrated what is possible."

Next steps

Following the convention, we received notification from multiple of our platforms showing an uptick of reads. Researchgate is just one of many repositories that track usage data and it currently shows 287 reads! And it is being used beyond the U.S., with readers from Chile, Zimbabwe, Peru, and Australia. In addition, there is now a total of 25 instructors adopting the textbook this academic year, and we are sure that many more are using it outside of academia. In the past few weeks we have begun working with the [NOBA Project](#) on adapting the introductory first chapter of the textbook into a module. Our module would join the NOBA project's extensive library of psychology-specific educational materials as the first Community Psychology specific text. One other

exciting note, there are three teams from both the United States and abroad who are currently working on translating the first chapter into Spanish, Arabic, and French.

We are also in communication with instructors who are using the textbook this Autumn and later in the academic year. The supplemental quizzes and lecture slides have been emailed to professors for use in the classroom, and we have fielded questions regarding student and instructor usage. We want the textbook adoption process to be as collaborative and educator-friendly as possible while keeping the channels of communication open. To that end, please email us at openaccesscptextbook@gmail.com if you or someone you know are interested in learning more about the online textbook.

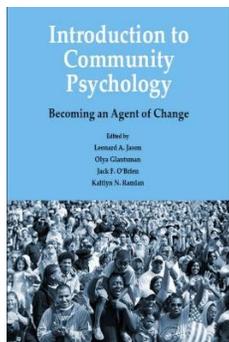
What started as a small seed of an idea grew as we learned more about the process, and with the help of our stellar contributors along the way. One of our authors shared that she thought the textbook has "... given rise to small seeds that collectively have produced a huge harvest that will feed the minds and hearts of those we are all working daily to impact. I'm encouraged to be part of this work that I believe are ushering in social change!" (Geri Palmer, Personal Communication). It is our hope that students whose instructors are using the textbook will have one less expense to worry about, and a new era of community psychologists can start becoming agents of change. The textbook has been published, but the true adventure is just beginning. Jim Kelly has urged us to be adventuresome, and this text is a true testament to his call.



Book Review

A Book Review of Introduction to Community Psychology: Becoming an Agent of Change. Edited by Jason, Glantsman, O'Brien, and Ramian

Written by John P. Barile and Anna S. Pruitt, University of Hawai'i at Mānoa



We are pleased to review the first Open Access (Creative Commons Attribution) community psychology textbook, *Introduction to Community Psychology: Becoming an Agent of Change*, edited by Leonard Jason, Olya Glantsman, Jack O'Brien and

Kaitlyn Ramian. An Open Access textbook for undergraduate students is strongly aligned with the core principles and values of our field. Accessible directly through an internet browser and available as a download, such a text removes cost barriers and facilitates wide distribution to a diverse audience. In line with its goal to increase access to knowledge resources, this textbook's overarching theme is the equitable distribution of resources as necessary for addressing social problems that affect communities and individuals. Overall, the book meets its proposed goal to provide students with the tools and theories necessary to examine and address social problems.

The textbook is comprised of 19 chapters that cover the foundational concepts and issues common to the field. The chapters are organized into five parts, including: *Introduction* (chapters 1-4); *Theory, Research, and Practice* (chapters 5-7); *Understanding Communities* (chapters 8-10); *Intervention and Prevention Strategies* (chapters 11-13); *Tools for Action* (chapters 14-16) and *Our Future* (chapters 17-19). The chapters are authored by 50 researchers and practitioners who have contributed to theory and practice in the field. The textbook also includes a comprehensive glossary

and presentation slides for instructors. Each chapter ends with critical thought questions for further engagement and access to a chapter quiz. Through these features, students obtain knowledge about the field and gain practical knowledge about how to engage in community work in their daily lives.

The first chapter ("Introduction to the Field of Community Psychology"; Jason, Glantsman, O'Brien, & Ramian) gives readers their first glimpse into community psychology and covers staple concepts, such as second-order change and interdependence, using vivid examples of real-life scenarios that will likely resonate with undergraduate readers. This foundational chapter also covers key principles: respect for diversity, active citizen participation, grounding in research and evaluation, interdisciplinary collaboration, sense of community, empowerment, policy, and wellness promotion.

Paul Toro's second chapter ("History") expounds on chapter one by exploring the rich history of the field in the U.S. Starting with the U.S. political climate of the 1960s and the years following the 1965 Swampscott Conference, Toro's presentation of community psychology's evolution in the United States provides a perfect run-up to later chapters covering current theories and issues and the field's future. Future editions would benefit from a deeper description of how community psychology developed internationally and influenced modern perspectives in the United States as well as how U.S. developments influenced the international coalition that community psychology enjoys today.

Chapter 4 presents the burgeoning area of international community psychology ("International Perspectives"; Harvey & Masud). In this chapter, students will learn the ways in which international community psychology is similar to but different from "domestic" community psychology "in scope, logistics, open-mindedness, power dynamics, expressiveness, and sensitivity (SLOPES)" (p. 66). The chapter further makes thoughtful connections between conducting research outside one's home culture and imperialism. Given this connection, we

would enjoy the expansion of this chapter to include contributions from indigenous psychology.

Building on these foundations, part II outlines community psychology's contributions to theory, research, and practice. Chapter five delineates "the main foundational theories of Community Psychology" ("Theories"; Jimenez, Hoffman, & Grant, p. 83). This chapter discusses ecological theory, sense of community, social climate theory, and liberation psychology, while other core theories such as empowerment have their own chapters. The subsequent two chapters in this unit describe how community psychologists put these theories to use. In "Research Methods," (chapter 6) Stevens and Dropkin afford special attention to the importance of the researcher-community relationship and overall community impacts outside of traditionally defined "outcomes." More attention could be paid to methods that capture context and research designs, a difficult but critical area of exposure for undergraduate students who may never engage in graduate-level studies. Finally, Wolfe's "Practice Competencies" (chapter 7) shows students how to apply these theories and methods practically, providing a thorough explanation of the core competencies of the field. Taken together, part II covers the core components of the field and lays the groundwork for the rest of the textbook.

Understanding Communities (part III) builds on previous units by examining common issues related to community work and effectively contends with the issue of power dynamics in conducting community research and practice. Chapter eight ("Respect for Diversity"; Thai & Lien) provides an important discussion on power and cultural humility, and chapter nine ("Oppression & Power"; Palmer et al.) extends this discussion, with a focus on the intersection of oppression and power. Chapter 10 is a logical next step—"Empowerment". In this chapter, Balcazar, Keys, and Vryhof provide a helpful discussion on empowerment and the importance of examining oppression through a multilevel lens. Part III discusses intersectionality and its usefulness to community research and practice and for addressing issues of power,

diversity, and oppression—a welcome inclusion to an undergraduate textbook.

Part IV, *Intervention and Prevention Strategies*, outlines how community psychologists rely on their theories and understandings of communities to develop community intervention and prevention strategies to improve the health and well-being of communities. Chapter 11 ("Community Interventions"; Maya-Jariego & Holgado) successfully demonstrates the interdependence of research and practice and describes multilevel interventions, importance of community readiness, and other contextual elements that emphasize intervention effectiveness. Chapter 12 ("Prevention and Promotion"; Anderson, Boddapati, & Pate) is a particularly well-written overview of prevention research. The chapter clearly defines the different types of prevention and their usage by community psychologists, accompanied by concrete examples. Chapter 13 ("Stress and Coping"; Berardi, Glantsman, & Whipple) includes an overview of coping and support-seeking strategies. While by no means unique to this text, we find that a stronger focus on creating resilient communities and attention to systematic stressors is warranted. These chapters show one of the ways community psychologists promote community change—through intervention and prevention strategies.

Part V (*Tools for Action*) highlights another way community psychologists can promote community change—by promoting social change through public policy and social action. "Public Policy" (chapter 14; Guerrero, Anderson, & Jason) emphasizes power dynamics in public policy work and engages students to consider the "Democracy Quiz Question" that asks who has decision-making power in their own everyday life settings. "Community Organizing, Partnerships and Coalitions" (chapter 15; McKibban & Steltenpohl) provides a helpful discussion on cycle of community organizing and assessing community readiness for change. Lastly, chapter 15, "Behavioral Community Approaches," (Suarez-Balcazar, Francisco, & Jason) demonstrates concrete ways in which social change can be enacted using traditional behaviorist theories,

including classical conditioning and behavior modification to support changing laws (Case Study 16.3) and developing community coalitions to address pressing health concerns (Case Study 16.5).

Finally, part VI, *Our Future*, includes insight into the growing areas of social and political change and dissemination and implementation, and then provides a discussion on where community psychology is heading. While perhaps fitting better in the previous unit, chapter 17 (“Social and Political Change”; Olson, O'Brien, & Mingo) offers a rich description of ways in which community psychologists engage in the complex process of activism. Using high profile examples, such as the Hoffman Report, the chapter examines the importance of power and explores different strategies for engaging in activism, cautioning against an “ends-justifies-the-means” approach. In “Dissemination and Implementation” (chapter 18; Zimmerman, Strompolis, Emshoff, & Mooss), students will learn about some of the key issues surrounding research-based interventions, particularly why effective interventions are rarely used. Finally, in chapter 19 (“Looking into Your Future”), Susan McMahon and Bernadette Sánchez explicate future directions for the field as well as future directions for students interested in pursuing community psychology. Given the shared content, components of chapter three might serve as a helpful appendix to this chapter.

Overall, we believe the text would benefit from including more in-text examples from community psychology’s rich cadre of research to further explain important points. Additionally, case studies examples would benefit from including examples from a more diverse group of researchers. Additionally, while chapter three provides a needed discussion on the variety of careers available to community psychologists, some of the information may be extraneous for an introduction to the field and might be better suited as a guide to employment near the end of the textbook or as an appendix. Finally, given the rise of participatory approaches in community psychology, future editions might consider devoting a chapter to

understanding and implementing community-based participatory research.

Ultimately, this textbook’s unique features including an emphasis on power, oppression, and equitable distribution of resources make it invaluable to the field. We really cannot stress enough the importance of having an Open Access textbook for community psychology. The textbook’s contributors, who volunteered their time and expertise in response to an open call for authors, should be commended for helping eliminate barriers for undergraduates to become interested in the field. This textbook is possibly the best means to reach students who may aspire to become community psychologists themselves. All of the authors should be applauded for their work on this textbook.

Reference

Jason, L. A., Glantsman, O., O'Brien, J. F. & Ramian, K. N. (Eds.) (2019). *Introduction to community psychology: Becoming an agent of change*. Retrieved from: <https://press.rebus.community/introductiontocommunitypsychology/>



SCRA Announcements

A New SCRA Student Initiative

It is important to highlight a new SCRA student initiative regarding free memberships. This initiative is not limited to SCRA student members in the Midwest but is available to all students.

In a recent SCRA Listserv message, Brad Olsen shared the information below.

In an effort to be more supportive of undergraduate students, and encourage more of them getting connected to community psychology, I am sharing news here about an exciting new

initiative. SCRA has created a membership category of Student Associate.

This membership category will be available for free to any current undergraduate student at any stage of their academic studies. Student Associate Members will be provided all membership privileges except access to the American Journal of Community Psychology (we had to limit this due to our relationship with the publisher that has a 2,000 person cap on how many individuals can obtain AJCP).

As you might already know, less than 1% of our members are undergraduates, and this new policy will provide one way to bring students at an early time in their career into our organization, with the hope that they will remain members after finishing their undergraduate studies.

This new membership opportunity for undergraduates, along with the soon to be released free, online introductory textbook on Community Psychology, are just some of the ways that efforts are now ongoing both to reduce barriers to participation in our field and to reach out to more actively involve our students.

For more information there is also this "Types of Membership" table on the SCRA website's membership page.

<http://www.scra27.org/members1/membership/>

Please encourage your undergraduate students to join and get connected with the field.

Regional ECO Conferences

Here is a summary of the Regional ECO conferences that are being held this fall. There is still time to register and attend!

Community Research and Action in the West (CRA-W) Conference

LOCATION: Portland State University

DATE: October 25, 2019

THEME: Bridges not Walls: Connecting Communities through Research and Action.

The 42nd Midwest ECO Conference

LOCATION: The University of Illinois at Chicago

DATE: October 26-28, 2018

THEME: Transforming Communities, Changing Lives: Promoting Equity and Justice through Research and Action

2019 SouthEast ECO Conference

LOCATION: University of South Carolina – Columbia, SC

DATE: November 15-16, 2019

THEME: Back to BaSiCs: Reaffirming the core values of Community Psychology

International Conference of Community Psychology

ICCP 2020 will be held in Melbourne, Australia, June 26th-28th, 2020. The location was originally and continues to be home to many Aboriginal communities. This conference seeks to celebrate and interrogate the ways solidarities are fostered and sustained within community contexts, across borders and boundaries, digital and non-digital spaces, and through process of knowledge production. The conference seeks to give a critical platform to the ideas and work emerging from coalitions with practitioners, artists, educators, activists, and diverse communities. We are interested in exploring and showcasing scholarship, activism, practice, and critical scholarly engagement, from around the world that seeks to bring about sustainability, inclusivity, and wellbeing for all.

For more information, email iccp2020@vu.edu.au or visit <https://communitypsychologyaustralia.com.au/>.

The Next SCRA Biennial - 2021

We are excited to share that the next SCRA Biennial, in 2021, will be held at Vanderbilt University in Nashville, TN!

APA Convention 2020

Carolyn J. Tompsett and Ashmeet Oberoi, Members-at-Large / Division Program Co-Chairs

The next APA Convention will be August 6-9, 2020 in Washington, DC. Division proposals will be due December 2, 2019, and we will be sending out another call closer to that deadline.

At this time, we are soliciting proposals for collaborative programs—these are proposals that are submitted on behalf of multiple divisions, and are intended to showcase multiple perspectives that could appeal to a broad audience while integrating psychological science and practice. These are due October 11th, and provide a unique opportunity to develop symposia or other programming that engage audiences across different divisions.

The Society of Consulting Psychology (Div 13) is currently seeking collaborators for proposals related to their division theme, “A Force for Positive Change”. A member of Peace Psychology (Div 48) is seeking collaborators for a proposal related to community gardening as peaceful community-building. If you would like to be in touch with organizers around these themes, please email one of us a brief summary of your proposed contribution and we can connect you.

If you have an idea for a collaborative program you would like to initiate, we would be happy to assist you in identifying other divisions whose members might contribute.

Collaborative programs are due October 11th. More information, including the submissions link is at: <https://convention.apa.org/proposals/collaborative-programs>. When you submit you will need to

identify the collaborating divisions, and all divisions you identify will review your proposal.

If you have questions or would like more information, contact:

Carolyn J. Tompsett, Member at Large/Division Program Co-Chair; cjtoms@bgsu.edu

Ashmeet Oberoi, Member at Large/Division Program Co-Chair; a.oberoi@miami.edu

Call for Proposals – MPA 2020



The banner features a cityscape of Chicago in the background. In the foreground, there are three images: a grand interior hall with high ceilings and chandeliers, a word cloud with the word 'psychology' in the center, and the iconic Cloud Gate sculpture (The Bean) in a park setting.

Midwestern Psychological Association 2020 Conference

April 23rd – 25th, 2020 in Chicago IL, Palmer House Hilton

Call for Papers

Spend 3 days in Chicago this Spring, sharing your research, learning from others, and meeting colleagues from across the Midwest, country, and world.

Submissions accepted September 1st through November 5th, 2019.

New Professional Development Session option this year! (contact the Executive Officer for details)

How to submit:

Go to www.midwesternpsych.org and click on the Submit button and follow the instructions

Or, for the Main MPA Conference, use the following links:

Paper Talks or Posters to the MPA Conference: tinyurl.com/MPA2020PapersPosters

Symposia to the MPA Conference: tinyurl.com/MPA2020Symposia

And use these links for the three affiliated programs:

All submissions for Society for Teaching Psychology Program: tinyurl.com/STP2020MPA

All submissions for Society for Community Research and Action: tinyurl.com/SCRA2020MPA

All submissions for Psi Chi (for undergraduates): tinyurl.com/PsiChi2020MPA

Contact the MPA Executive Officer Dr. Michael J. Bernstein (mjb70@psu.edu) or your local representative with questions



SCRA Membership

If you are not currently a member of the Society for Community Research and Action (SCRA) and would like to be, please visit <http://scra27.org/> to learn more about the organization. If you would like to become a member, the membership form can be accessed at:

<http://scra27.org/members1/membership/>

If you would like to learn more about community psychology, visit www.communitypsychology.com.



TCP Submission Guidelines

TCP is published four times a year. Articles, columns, features, and announcements should be submitted as Word attachments in an e-mail message to Susan Wolfe and Dominique Thomas at TCP@scra27.org. Submission deadlines are: February 15th – Spring issue; May 15th – Summer issue; August 15th – Fall issue; November 15th – Winter issue

Authors should adhere to the following guidelines when submitting materials:

- Length: **Five pages, double-spaced**
- No cover sheet or title page. Please be sure to put the article title and author names and organizational affiliations at the top of the article.
- Images: Images are highly recommended, but please limit to two images per article. Images should be higher than 300 dpi. If images need to be scanned, please scan them at 300 dpi

and save them as JPEGs. Submit the image(s) as a separate file.

- Margins: 1" margins on all four sides
- Text: **Times New Roman, 12-point font** – this includes headings and titles and subheadings.
- Alignment: All text should be aligned to the left (including titles) with a 5 space paragraph indentation.
- Punctuation Spacing: Per APA guidelines, make sure that there is only one space after periods, question marks, etc.
- Graphs & Tables: These should be **converted and saved as pictures** in JPEG files. Please note where they should be placed in the article.
- Do NOT include footnotes or endnotes.
- References: **Follow APA guidelines. These should also be justified to the left with a hanging indent of .25"**.
- Headers/Footers: Do not use headers and footers.
- Long quotes: Follow APA guidelines for quoted materials.
- Please put your email information and an invitation to contact you into the article.



PAST TCP EDITORS

Daniel Cooper & Tiffany McDowell, Gregor V. Sarkisian & Sylvie Taylor, Maria B.J. Chun, Elizabeth Thomas, Allen Ratcliffe, Dorothy Fruchter, Meg Gerrard, Raymond Lorion, Leonard Jason, Joseph Galano & John Morgan, Jean Ann Linney, Sharlene Wolchik, Shelly Harrell, Paul Toro, Joy Kaufman, Nadia Ward
